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ABSTRACT

Adapted for whole class use, this unit is intended to help Key Stage 3 pupils in England who have attained Level 3 in English to improve their spelling further. The sequence of 21 sessions revisits and builds on objectives from the primary "Framework" in the way envisaged in the "Framework for Teaching English at Key Stage 3." The pace of each 20-minute session is deliberately fast, and each session is built around the following teaching sequence: remember, model, try, apply, and secure. Each 20-minute session has a dual focus, reflecting the division of Year 7 spelling objectives into Rules and Strategies: the first 10 minutes of each session focus on a specific rule, while the second 10 minutes feature a particular strategy. Sessions are linked with a pupil workbook called the "Spellofax" which can be made into a booklet for each pupil. The Spellofax enables pupils to build a cumulative record of their learning through a sequence of "Spelling Challenges." (RS)

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The National
Literacy *Strategy*

Transforming Key Stage 3
NLS KS3 Literacy Progress Units
Unit 3: Spelling

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Raising Standards
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Introduction to
Key Stage 3
Literacy Progress Units

The context of the Key Stage 3 Pilot

A key factor in raising standards is ensuring that more pupils have the competence and confidence in literacy to cope well with the learning challenges of the secondary curriculum. The government is committed to giving more pupils access to that curriculum by extending the principles and practice of the National Literacy Strategy into Key Stage 3.

There are three major elements to the drive to raise standards of literacy in secondary schools through the Key Stage 3 Pilot:

i training for English departments on increasing achievement through effective teaching based on the *Framework for Teaching English in Years 7–9*;

ii cross-curricular training on literacy for all staff;

iii support materials for teachers of pupils who attained below level 4 at the end of Key Stage 2.

Pupils who enter year 7 on level 3 need additional support if they are to develop the literacy skills that can unlock learning and enable them to reach level 5 at the end of Key Stage 3. *Literacy Progress Units* have been developed to offer such support.

The need for Literacy Progress Units

The evidence from national test results 1996–1999 shows that almost two-thirds of pupils who enter year 7 without having achieved level 4 in English, fail to reach level 5 at the end of year 9. Many of them also fail to do justice to their abilities in other subjects because they find it difficult to handle the pressures of reading and writing with sufficient speed and skill. That is a situation the government is determined to tackle. The need for specific support in relation to writing is obvious, given the disparity in attainment between reading and writing at the end of Key Stage 2. (In 2000 83% of pupils gained level 4 in reading, as opposed to only 55% in writing.) Similarly obvious, within the context of equality of opportunity, is the need to motivate and support the boys who form the majority of year 7 pupils who have not yet achieved level 4.

What so many of the pupils still on level 3 need is tangible progress that will build their belief in themselves as successful learners. Experience with the Additional Literacy Support (ALS) in primary schools has shown that such progress is possible, using well-structured, fast-paced and carefully targeted intervention. The *Literacy Progress Units*, now provided for the Key Stage 3 Pilot, reflect the principles and practice of ALS which has proved so successful with years 3 and 4, but which was not usually available to the current 2000–2001 year 7 cohort when they were in primary school.

These *Literacy Progress Units* also reflect the belief that all pupils on level 3 should aspire to level 4 by the end of year 7, and should aim to catch up with

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their peers by achieving level 5 or above at the end of year 9. Public indications of progress towards such aspirations will be provided through the end of year 7 progress tests in 2001 for pupils who entered secondary school below level 4. The progress tests will be used in all pilot schools.

Moving from level 3 to level 4

In achieving level 3, pupils have shown themselves capable of reading with some understanding and fluency and of using different forms of writing with a degree of accuracy. What they usually need to learn is how to read with greater insight and understanding and how to express themselves in accurate, well-organised writing that exploits the resources of the language at word and sentence level. In many cases this will involve re-visiting aspects of English which they have met in primary school, but doing so with material that respects their status as secondary school pupils and assumes a 'can do' approach, which builds in and builds on pupils' existing experiences and abilities.

We know what we have to do to move pupils towards level 4. The characteristic constraints for pupils who attain level 3 at Key Stage 2, identified in relation to the three strands of the National Literacy Strategy, are:

Word Level

- Uncertain choices for long and unstressed medial vowel sounds
- Limited grasp of spelling rules and conventions
- Insecure understanding and use of possessive apostrophes.

Sentence Level

- Limited use of complex sentences
- Variable use of commas to mark boundaries within sentences
- Limited ability to use pronouns and verb tenses accurately
- Uncertainties over speech punctuation.

Text Level

- Limited use of paragraphing and other organisational devices
- Limited ability to organise non-narrative writing
- Insufficient planning, reviewing and editing writing for clarity, interest and purpose
- Literal rather than inferential reading.

Key Stage 3 Literacy Progress Units have been informed and shaped by QCA analyses of Key Stage 2 English test results in recent years, by the evidence from OFSTED and by the emphases of the National Literacy Strategy. They focus on the critical features which move pupils on to level 4 which are:

- Developing effective strategies for information retrieval;
- Reading using inference and deduction;
- Using full stops, capital letters and commas accurately as they use longer sentences;
- Varying sentence structures;
- Organising texts in ways other than chronological;
- Using paragraphs effectively;
- Applying knowledge of spelling rules and conventions.

These features are reflected in the *Literacy Progress Units*, since addressing these aspects of English is the surest way to ensure progress towards level 4.

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Literacy Progress Units overview

The six units and the main areas they cover are:

1. **Writing organisation:** organising and shaping writing effectively at word, sentence and text level;
2. **Information retrieval:** extracting and evaluating information from a range of non-literary sources;
3. **Spelling:** spelling accurately, as a result of knowing the conventions and having strategies for improving spelling;
4. **Reading between the lines:** using inference and deduction in interpreting literary texts;
5. **Phonics:** applying knowledge of phonics in their own writing;
6. **Sentences:** having a repertoire of sentence structures and using them effectively.

Many teachers will be familiar with the content, if not the focus and methodology, in the units on *Writing Organisation*, *Reading Between the Lines* and *Information Retrieval*. The Literacy Progress Unit least familiar to many secondary teachers will probably be *Phonics*, but OFSTED evidence continues to indicate that the quality of phonics teaching in primary schools is variable and if pupils do not know about phonics they need to be taught. This aspect of word level work is of central importance in pupils' acquisition of literacy skills. Similarly significant, although an area of uncertainty for some teachers, is the *Sentences* unit: pupils need to understand enough about sentence grammar to be able to appreciate the choices available to them as writers, and to make those choices effectively. The *Spelling* unit, with its dual focus on rules and strategies, offers ways of addressing an area of continuing concern to teachers, to employers and to pupils themselves.

Organisation and delivery

Timing

Each of the six units has 21 sessions of 20 minutes. It is therefore possible to deliver a unit in seven weeks of a half term, with three sessions each week. The units sit well with many of the *Year 7 Framework* objectives, but they are not an alternative to the English programmes of study of the National Curriculum. They should be thought of as complementing or contributing to English lessons, not as replacing them.

Sessions can be fitted in to English lessons which follow the pattern recommended in the *Framework* and therefore include structured group time, but teachers need to recognise that this limits the opportunity to consolidate the aims of the main lesson. *Literacy Progress Unit* sessions might also be appropriate at other times in or outside the school day, such as before school, at lunchtime or after school. One function of the Key Stage 3 Pilot is to experiment with and evaluate different patterns of implementing *Literacy Progress Units*.

Teaching and learning

Literacy Progress Units are flexible enough to be adapted to suit the contexts of different schools but they have been developed with group work, rather than whole-class activity, in mind. They can be delivered by teachers, by teaching assistants or by other staff such as librarians.

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The units are based on the teaching principles and practice which have proved their worth through the National Literacy Strategy. Central to the approach in *Literacy Progress Units* is a movement from demonstration to independence in small secure steps. The small-group context allows the teacher to be aware of how effectively pupils are applying that which has just been taught, and to intervene at the moment of maximum impact. There are six units, each of 21 sessions. Each session takes 20 minutes and usually includes:

- building on prior knowledge
- linking writing with speaking and listening and reading
- a highly interactive approach
- an emphasis on teacher modelling
- gradual drawing in of pupils with scaffolded activities
- building pupil confidence through supported application
- consolidation of individual learning through revision and reflection
- a deliberately fast pace
- a sense of delight in language
- opportunities for next steps.

The *Spelling* unit is an exception in that instead of a single 20-minute session there are two 10-minute sessions, one focusing on a rule and one on a strategy.

The teaching sequence which underpins every session is:

Remember	Identifying prior knowledge and key objectives
Model	Teacher demonstration of process
Try	Shared exploration through activity
Apply	Scaffolded pupil application of new learning
Secure	Consolidation through discussion/activity
Next	Development possibilities, including homework

Units have been written for the adult who is delivering them, but few sessions are scripted verbatim since the teacher's own words will often be the best. For the purposes of evaluation through the Pilot, it is important that colleagues follow the session suggestions as closely as possible.

Learning from mistakes

One of the teacher's permanent aims should be that pupils' self-esteem is enhanced by *Literacy Progress Unit* sessions. We want pupils to be confident enough to take risks, but we also need to tackle errors so that they can learn from their mistakes. The small-group situation envisaged for *Literacy Progress Units* offers particular opportunities for insecure learners: it is highly interactive and creates a close community of learners who come to trust each other enough to be honest with each other. The teaching sequence is designed to scaffold success for all, and the steps between the learning activities are small enough to allow little mistakes to be picked up so naturally and quickly that no-one needs to make a big mistake. This means intervening early to correct errors, not allowing them to become embedded.

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Ways of avoiding counter-productive pressures on pupils include:

- Establishing that we all make some mistakes, and that they are usually valuable starting points for learning;
- Giving clear guidance over tasks and timing;
- Allowing sufficient thinking time;
- Using pair work to avoid individual embarrassment;
- Giving pupils strategies for signalling uncertainty and creating a 'not sure' option;
- Using supportive body language;
- Rewarding and commenting on positive behaviour, rather than noticing only negative behaviour;
- Being clear about errors, and not dodging the issue;
- Unearthing underlying misconceptions;
- Going back a stage when necessary to model and explain first principles;
- Always preserving the pupil's dignity as well as the teacher's.

Staffing

In many schools the units will be taught by support staff as well as by teachers or librarians. The Government has provided funding for an increasing number of teaching assistants in secondary schools, and the style of the units reflects an expectation that in many schools the teaching will be done by a teaching assistant, working with a group of around 6 pupils. The unit authors have therefore tried not to take subject knowledge for granted, and have been deliberately explicit about terminology and pedagogy. Schools are recommended to have training sessions for the colleagues involved, prior to the introduction of the units, and to ensure that there is time for liaison between those teaching mainstream lessons and those delivering the *Literacy Progress Units*.

Pupils

The target group for *Literacy Progress Units* is pupils who have attained level 3 in English and are working towards level 4. The proportion of pupils in that category varies so widely across schools that the decision whether or not to use a particular unit with a pupil must rest with the school. It will depend on the diagnosis of individual need, based on the analysis of Key Stage 2 results and evidence from a pupil's current work. It might be appropriate for some pupils to tackle six units during a school year, since the whole suite of units constitutes a powerful preparation for level 4, whilst others, who have reached level 4 in reading, might need only the units which will help them to improve their writing. Guidance on preliminary assessment is given in Appendix 1 of this Introduction, and more detailed diagnostic guidance accompanies each unit.

Preparation

Each session needs careful preparation in advance, since many of them depend on games or resource sheets which need to be at hand in the session to avoid slackening the pace. The timing of the sessions has such momentum that there is no time for finding or making resource materials. Many sessions need an OHP or a flipchart with the necessary accessories. The support materials are all photocopiable and there is always a list of the materials needed for a particular session. This means that careful storage of cards and other materials for future use is a good investment of time. Some units need posters and pupil response sheets available for a series of sessions if the learning opportunities are to be optimised. These need to be prepared in advance.

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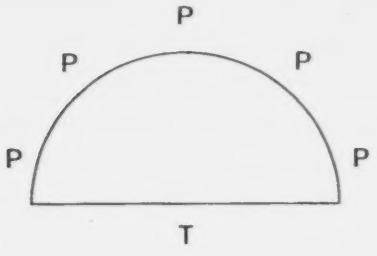
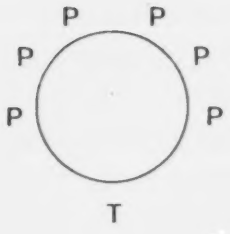
Location

Sometimes it is the place's fault, but that should not happen. It is not fair to the pupils, the teachers or to the materials if problems arise, not because of what is being taught, but where it is being taught. Many schools, in their planning for *Literacy Progress Units*, have ensured that they can take place in suitable situations. For example, they have arranged for pupils to be seated in an arc around the teacher in a way that maximises face-to-face contact and ensures that no pupil has to see a text upside down.





Parents

Parents have the right to know what is happening to their children and why. It is important to inform and involve parents as much as possible by providing information about *Literacy Progress Units* and (possibly) holding an open evening when methods can be demonstrated and questions answered. Some sessions include tasks or activities that are best done as homework.

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Appendix 1: Initial assessment for Literacy Progress Units

N.B. Focus only on pupils who gained level 3 in reading and/or writing.

Using the outcomes of KS2 assessment

The ideal way to assess a pupil's suitability for *Literacy Progress Units* is to use Key Stage 2 data and, if possible, to talk with the pupil's former teacher. The KS2 school mark sheet for end of KS2 assessments enables teachers in the secondary school to identify differences in patterns of attainment across attainment targets. (For writing there is a spelling mark, a handwriting mark, a writing mark and the overall total which determines the level for writing. For reading there is a reading mark and reading level.) Many pupils who gained level 4 in reading, but not in writing, therefore need the *Literacy Progress Units* on writing, but not those for reading.

Individual **pupil** cover sheets, available from primary schools, give a more detailed breakdown of the marks for writing and are therefore useful for identifying specific areas of strength and weakness. These cover sheets give the marks for purpose and organisation, style and punctuation in addition to spelling and handwriting. This evidence can help to identify which units are priorities for a pupil. A sheet such as the one below could be used to summarise Key Stage 2 information:

Pupil name	**KS2 level**		**Writing level**	**Reading level**
		Level 4 threshold		
Purpose and organisation		15		
Punctuation		5		
Style		5		
Spelling		Max 10		
Handwriting		Max 5		

Using evidence from pupils' work

If Key Stage 2 evidence is not available, an alternative is to use a pupil's current work as the basis for a rapid diagnostic assessment of strengths and weaknesses. The statements below are drawn from QCA's analysis of pupils who gain level 3 at Key Stage 2, and of what they need to do to improve. Teachers can assess a particular pupil's pattern of need by using current performance to identify the key characteristics of pupils needing Literacy Progress support to enable them to reach level 4.

If the answer to five out of the six questions on the accompanying proforma is Yes, a pupil is unlikely to need *Literacy Progress Units* for that particular attainment target. Where the answer is No, that indicates the need for unit-specific assessment to determine the suitability of a particular *Literacy Progress Unit* for a particular pupil.

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Characteristic	Yes/No	Relevant unit if the answer is no
Writing		
Uses full stops, capital letters and commas with a reasonable degree of accuracy in longer sentences.		*Sentences*
Has a repertoire of sentence structures which includes subordination as well as coordination.		*Sentences*
Organises texts appropriately in ways other than chronological.		*Writing Organisation*
Handles paragraphing with reasonable success in a range of text types.		*Writing Organisation*
Is secure in making correct vowel choices.		*Phonics*
Applies knowledge of spelling conventions, e.g. consonant doubling.		*Spelling* and/or *Phonics*
Reading		
Can identify the overall patterns across a text, such as sequence or use of illustrations.		*Reading Between the Lines* and/or *Information Retrieval*
Is able to generalise appropriately from two or three instances.		*Reading Between the Lines* and/or *Information Retrieval*
Can see connections between different parts of a text even if they are not obvious.		*Reading Between the Lines* and/or *Information Retrieval*
Understands the features and functions of page layout and organisation in non-fiction texts.		*Information Retrieval*
Can make clear references to the text to support their ideas.		*Reading Between the Lines* and/or *Information Retrieval*
Can identify the purpose and potential readers of a text.		*Reading Between the Lines* and/or *Information Retrieval*

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Appendix 2: School management of Literacy Progress Units

This section focuses on the role of teachers and those leading the delivery of *Literacy Progress Units* in a school. It includes advice on supervising the work of teaching assistants and others who have a key role in delivering the units, and on liaising with other teachers and with parents.

The role of senior staff

In relation to *Key Stage 3 Literacy Progress Units* senior staff need to:

- Lead from the top by giving visible support and, if possible, by becoming personally involved;
- Make any necessary timetabling changes;
- Explore the possibilities for having *Literacy Progress Unit* sessions outside the usual time of the school day;
- Ensure that *Literacy Progress Unit* sessions take place in situations which promote a positive learning atmosphere;
- Identify or, if funding permits, appoint staff for *Literacy Progress Units*;
- Agree monitoring procedures with the people involved;
- Inform staff not directly involved in delivering *Literacy Progress Units*;
- Provide the resources and equipment needed;
- Determine evaluation criteria;
- Encourage staff and pupils and celebrate achievement.

The role of the teacher

In relation to **pupils**, teachers need to:

- Select pupils who will benefit from *Literacy Progress Units*, basing their assessments on test results from Key Stage 2 and on judgements about current attainment which are informed by the assessment guidance in each unit;
- Prepare the pupils by establishing appropriate expectations about how they will work during the *Literacy Progress Unit* sessions and clarifying what will be done at home;
- Ensure that work done in mainstream lessons based on the *Framework* relates to, reinforces and builds upon what has been done in *Literacy Progress Unit* sessions;
- Monitor pupil progress in attitude as well as attainment.

In relation to **teaching assistants and other colleagues** teachers need to:

- Make sure that the staff involved understand the principles and practice of *Literacy Progress Units*;
- Plan and liaise effectively;
- Offer support, especially during the initial stages;
- Help to monitor pupil progress;
- Observe or participate in some of the sessions.

In relation to **parents** teachers need to:

- Inform parents why their children have been selected for support through *Literacy Progress Units*;
- Explain how parents can help;
- Keep parents informed about progress.

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The role of teaching assistants

The number of teaching assistants in secondary schools is rising, since the Government has recognised and welcomed the increasingly important contribution that teaching assistants are making to raising standards in secondary schools. Funding for teaching assistants in secondary schools has been increased substantially through the Standards Fund, as part of the Government's commitment to provide an additional 20,000 (full-time equivalent) assistants for schools by 2002.

There are nevertheless considerable variations in the quality of support and training for teaching assistants, and in the effectiveness with which they are deployed. Each school should have an agreed policy on the role of teaching assistants. This policy should include provision for training and for shared planning time.

The *Literacy Progress Units* have been written specifically for teaching assistants. This is reflected in the style and in the use of terminology. If a teaching assistant (or anyone else) is to deliver *Literacy Progress Units* effectively, that person will need to:

- Feel confident about working with groups of year 7 pupils;
- Be familiar with the *Framework for Teaching English in Years 7–9*;
- Be willing to plan and prepare with other colleagues;
- Have the necessary skills and knowledge to understand and deliver the materials;
- Prepare sessions in advance;
- Know and relate to the pupils.

Shared discussion over implementation is essential. It is good practice to involve a wider group of colleagues (including the Head of English and the SENCo) in discussion of how the materials will be introduced and evaluated.

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Introduction to
Unit 3: Spelling

This unit is intended to help Key Stage 3 pupils who have attained level 3 in English to improve their spelling further. The sequence of 21 sessions re-visits and builds on objectives from the Primary Framework in the way envisaged in *The Framework for the Teaching of English at Key Stage 3*.

In the spelling unit each 20-minute session has a dual focus, reflecting the division of year 7 spelling objectives into Rules and Strategies: the first 10 minutes of each session focus on a specific rule, while the second 10 minutes feature a particular strategy. The pace is deliberately fast, and each half of every session is built around a teaching sequence that reinforces the approach recommended throughout the National Literacy Strategy.

Remember	Deliberate recognition of prior learning
Model	Demonstration (not just explanation) by the teacher of the specific objective
Try	Shared exploration with teacher and pupils working together, of the rule or strategy concerned
Apply	Scaffolded support for pupils whilst they apply what has been taught
Secure	Activities designed to ensure that learning is embedded
Next	Suggestions which extend or consolidate learning

The challenge facing a speller is very different from the challenge facing a reader. Spelling is a letter-by-letter act which invoives a set of conscious choices not required in reading. There are no perfect spelling rules, but there are conventions that can help pupils to make informed choices, and English spelling is regular enough to repay systematic teaching. In David Crystal's words, taken from his *Encyclopedia of the English Language*, pupils may be given spellings, but *'they are not generally told why spellings are as they are, or about how these spellings relate to the way words are pronounced. Without such a perspective, spelling becomes a vast, boring and time-consuming memory task.'* By contrast, the pace of these sessions is such that there is no time to be bored, and each step in the learning process is small enough to be coped with successfully. Underpinning the activities is a conviction that learning about spelling needs to be enjoyably interactive, and to be focused on specific objectives. We need to do more than just to give pupils words to spell: we need to give them strategies which improve their individual spelling and help them to understand why English spellings are as they are.

Sessions are linked with a pupil workbook or *'Spellofax'* which should be put in a folder or ring binder. The *Spellofax* enables pupils to build a cumulative record of their learning through a sequence of 'Spelling Challenges', and it can become a point of future reference across the curriculum. The *Spellofax*

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includes a page for collecting stickers which can be given out to each pupil on successful completion of the Spelling Challenges. These Spelling Challenges are included in sessions or can be extension tasks for them. (Suitable stickers, e.g. "Well done!" could be purchased by schools from their educational supplies wholesaler.)

Throughout the unit there are references to 'spelling buddies'. Having partners encourages collaborative learning, and a sense of belonging to a 'spelling club'. It is not envisaged that spelling buddies should remain constant throughout the unit, and it is preferable if pupils work with different partners during the unit. That way they move towards independence as learners, rather than being dependent on the teacher or on a particular partner. A fundamental principle, stated long ago by Vygotsky, is common to all the *Literacy Progress Units*: what pupils can do in co-operation today, they can do for themselves tomorrow.

All the sessions require preparation, but some require more preparation than others. For example, the words which are used in some sessions need to be enlarged before they are photocopied on cards, and there is no time to do such things during sessions. It is helpful if pupils have access to dictionaries which they can use at home, as well as at school, when working on Spelling Challenges.

Phonemes are indicated as follows:

Consonants	Representative words	Consonants	Representative words	Consonants	Representative words
/b/	**b**aby	/n/	**n**ut, **kn**ife, **gn**at	/z/	**z**ebra, plea**s**e, i**s**
/d/	**d**og	/p/	**p**aper	/th/	**th**en
/f/	**f**ield, **ph**oto	/r/	**r**abbit, **wr**ong	/th/	**th**in
/g/	**g**ame	/s/	**s**un, mou**s**e, **c**ity, **sc**ience	/ch/	**ch**in, wa**tch**
/h/	**h**at	/t/	**t**ap	/sh/	**sh**ip, mi**ss**ion, **ch**ef
/j/	**j**udge, **g**iant, bar**ge**	/v/	**v**an	/zh/	trea**s**ure
/k/	**c**ook, **qu**ick, mi**x**, **Ch**ris	/w/	**w**as	/ng/	ri**ng**, si**nk**
/l/	**l**amb	/wh/	**wh**ere (regional)		
/m/	**m**onkey, co**mb**	/y/	**y**es		
Vowels	**Representative words**	**Vowels**	**Representative words**	**Vowels**	**Representative words**
/a/	c**a**t	/ie/	tr**ie**d, l**igh**t, m**y**, sh**i**ne, m**i**nd	/or/	t**or**n, d**oor**, w**or**n (regional)
/e/	p**e**g, br**ea**d	/oe/	r**oa**d, bl**ow**, b**o**ne, c**o**ld	/au/	h**au**l, l**aw**, c**all**
/i/	p**i**g, w**a**nted	/ue/	bl**ue**, m**oo**n, gr**ew**, t**u**ne	/er/	c**ir**cus, s**i**ster
/o/	l**o**g, w**a**nt	/oo/	l**oo**k, w**ou**ld, p**u**t	/ow/	d**ow**n, sh**ou**t
/u/	pl**u**g, l**o**ve	/ar/	c**ar**t, f**a**st (regional)	/oi/	c**oi**n, b**oy**
/ae/	p**ai**n, d**ay**, g**a**te, st**a**tion	/ur/	b**ur**n, f**ir**st, t**er**m, h**ear**d, w**or**k	/air/	st**air**s, b**ear**, h**are**
/ee/	sw**ee**t, h**ea**t, th**ie**f, th**e**se			/ear/	f**ear**, b**eer**, h**ere**

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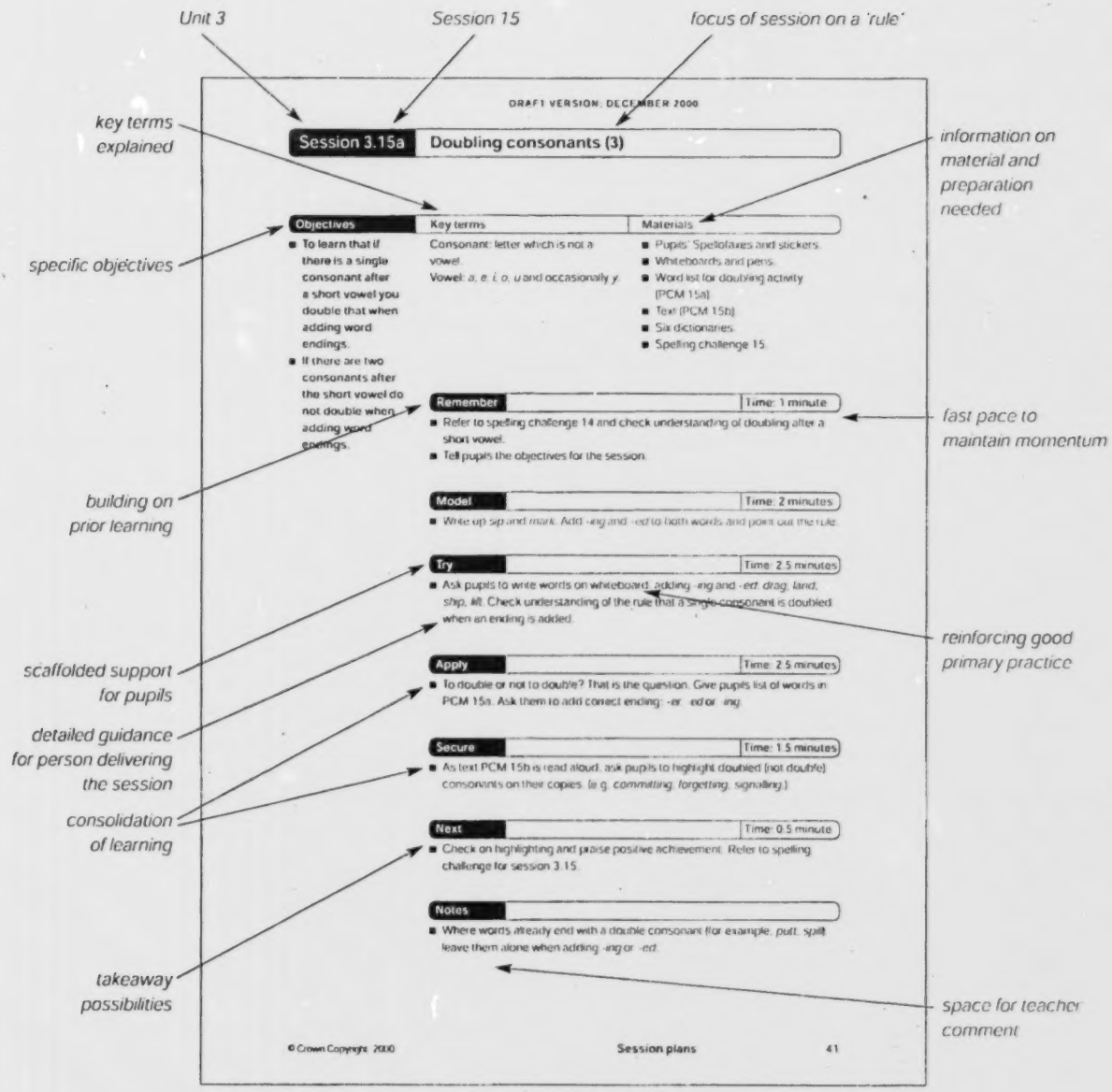
The principles behind the unit are apparent in the annotated version of a session plan


Unit 3
Session 15
focus of session on a 'rule'
key terms explained
information on material and preparation needed
specific objectives
fast pace to maintain momentum
building on prior learning
reinforcing good primary practice
scaffolded support for pupils
detailed guidance for person delivering the session
consolidation of learning
takeaway possibilities
space for teacher comment
DRAFT VERSION: DECEMBER 2000
Session 3.15a
Doubling consonants (3)
Objectives
To learn that if there is a single consonant after a short vowel you double that when adding word endings.
If there are two consonants after the short vowel do not double when adding word endings.
Key terms
Consonant: letter which is not a vowel.
Vowel: a, e, i, o, u and occasionally y.
Materials
Pupils' Spellofaxes and stickers.
Whiteboards and pens.
Word list for doubling activity (PCM 15a).
Text (PCM 15b).
Six dictionaries.
Spelling challenge 15.
Remember
Time: 1 minute
Refer to spelling challenge 14 and check understanding of doubling after a short vowel.
Tell pupils the objectives for the session.
Model
Time: 2 minutes
Write up sip and mark. Add -ing and -ed to both words and point out the rule.
Try
Time: 2.5 minutes
Ask pupils to write words on whiteboard, adding -ing and -ed: drag, land, ship, lift. Check understanding of the rule that a single consonant is doubled when an ending is added.
Apply
Time: 2.5 minutes
To double or not to double? That is the question. Give pupils list of words in PCM 15a. Ask them to add correct ending: -er, -ed or -ing.
Secure
Time: 1.5 minutes
As text PCM 15b is read aloud, ask pupils to highlight doubled (not double) consonants on their copies. (e.g. commuting, forgetting, signalling.)
Next
Time: 0.5 minute
Check on highlighting and praise positive achievement. Refer to spelling challenge for session 3.15.
Notes
Where words already end with a double consonant (for example, puff, spill) leave them alone when adding -ing or -ed.
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Session plans
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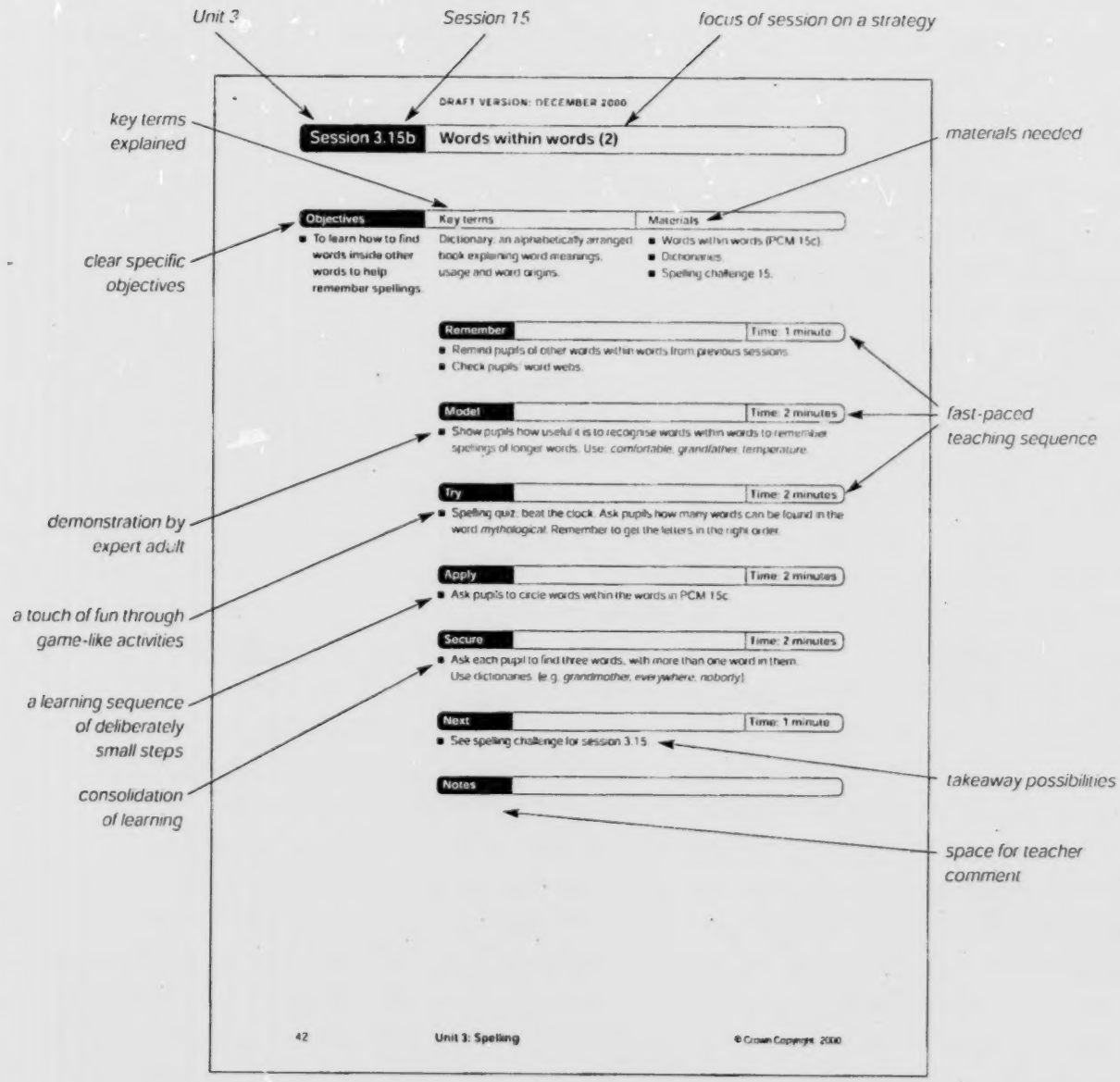
Unit 3
Session 15
focus of session on a strategy
DRAFT VERSION: DECEMBER 2000
key terms explained
Session 3.15b
Words within words (2)
materials needed
Objectives
Key terms
Materials
clear specific objectives
To learn how to find words inside other words to help remember spellings.
Dictionary: an alphabetically arranged book explaining word meanings, usage and word origins.
Words within words (PCM 15c).
Dictionaries.
Spelling challenge 15.
Remember
Time: 1 minute
Remind pupils of other words within words from previous sessions.
Check pupils' word webs.
Model
Time: 2 minutes
fast-paced teaching sequence
Show pupils how useful it is to recognise words within words to remember spellings of longer words. Use: comfortable, grandfather, temperature.
demonstration by expert adult
Try
Time: 2 minutes
Spelling quiz: beat the clock. Ask pupils how many words can be found in the word mythological. Remember to get the letters in the right order.
a touch of fun through game-like activities
Apply
Time: 2 minutes
Ask pupils to circle words within the words in PCM 15c.
a learning sequence of deliberately small steps
Secure
Time: 2 minutes
Ask each pupil to find three words, with more than one word in them. Use dictionaries. (e.g. grandmother, everywhere, nobody)
consolidation of learning
Next
Time: 1 minute
See spelling challenge for session 3.15.
takeaway possibilities
Notes
space for teacher comment
42
Unit 3: Spelling
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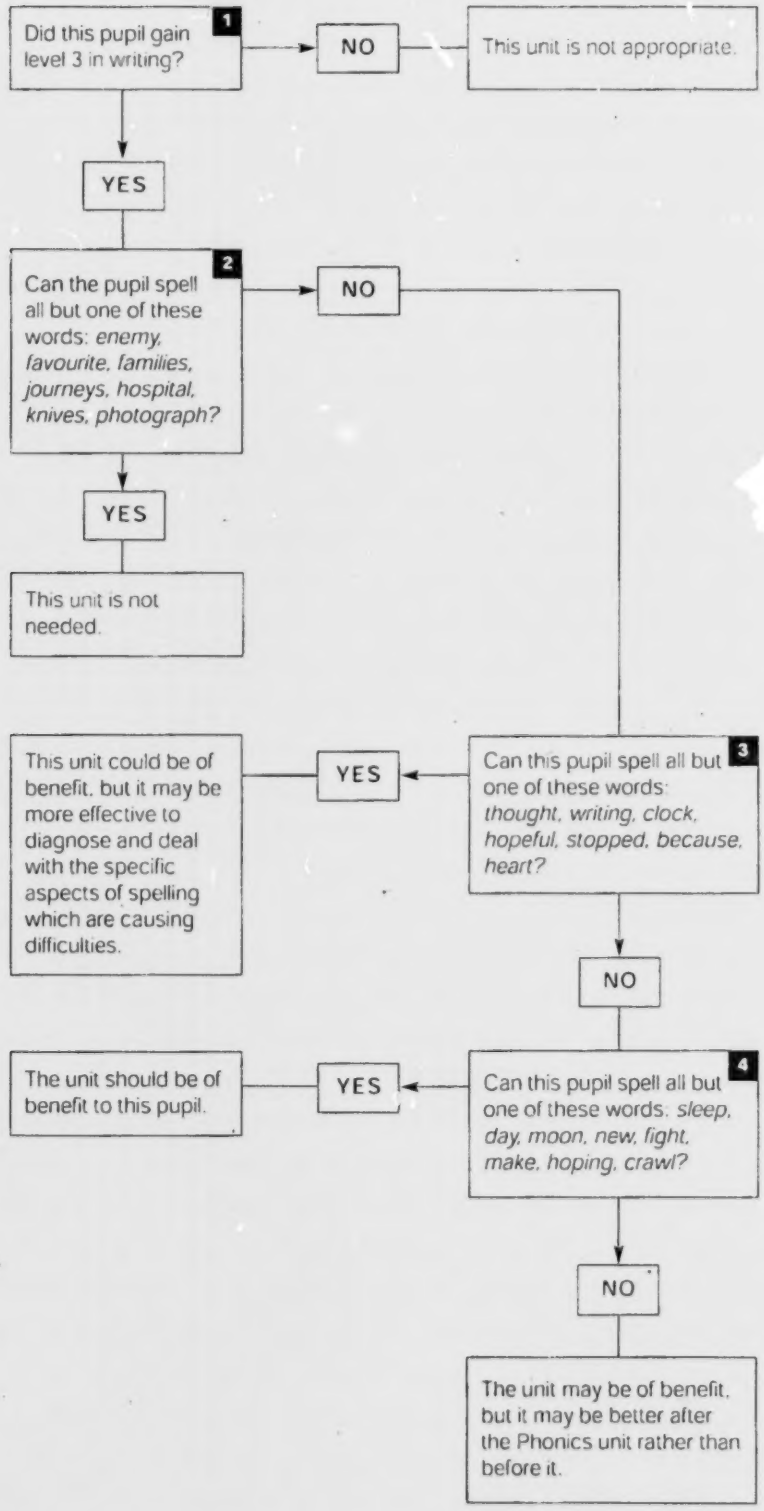
Pupil assessment chart for the Spelling Literacy Progress Unit


Did this pupil gain level 3 in writing?
1
NO
This unit is not appropriate.
YES
Can the pupil spell all but one of these words: *enemy, favourite, families, journeys, hospital, knives, photograph?*
2
NO
YES
This unit is not needed.
This unit could be of benefit, but it may be more effective to diagnose and deal with the specific aspects of spelling which are causing difficulties.
YES
Can this pupil spell all but one of these words: *thought, writing, clock, hopeful, stopped, because, heart?*
3
NO
The unit should be of benefit to this pupil.
YES
Can this pupil spell all but one of these words: *sleep, day, moon, new, fight, make, hoping, crawl?*
4
NO
The unit may be of benefit, but it may be better after the Phonics unit rather than before it.

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Session plans

Session 1 — Plurals ending in *-s* or *-es*

Objectives	Key terms	Materials
■ To learn that the plurals of most nouns ending in hissing, shushing or buzzing sounds end in *-es*.	Noun: name of a thing. Singular: only one. Plural: more than one.	■ Flipchart and pen. ■ Pupil whiteboards and pens. ■ Word cards and header cards (PCM 1a). ■ Sorting game word cards (PCM 1b).

Remember — Time: 1 minute

- Tell pupils the objectives for the unit and check understanding of the terms *singular* and *plural*.

Model — Time: 3 minutes

- Focus on the objective for the session.
- Write words on whiteboard: *school, ruler, game, trainer*.
- Ask pupils how these words change as plural words by adding *-s*. Show this on whiteboard.
- Write new list: *watch, witch, glass, kiss*. Show how these words change into plural by adding *-es*.
- Ask pupils to say words aloud and explain why these plurals have *-es*. Prompt for right answer, which is that the words which end with a hissing, buzzing or 'shushing' sound add *-es*.

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Try — **Time: 2 minutes**

- Allocate spelling 'buddies' and give pupils words on laminated cards (PCM 1a) so they can write *-s* or *-es*. Pupils say words out loud to spelling buddy, who writes the plural version of the word: *desk, sandwich, pond, brush, lip, box.*

Apply — **Time: 2 minutes**

- Ask pupils to play a sorting game and sort words into two sets *-s* and *-es*. (PCM 1b) Show the words on OHP whilst pupils write them under two columns on their whiteboards

Secure — **Time: 2 minutes**

- Ask pupils to write the plural of words on whiteboards as they are dictated: *ash, phone, date, dream, trench, witch, dish, church.*
- Write the rule about plurals that they have learned.

Notes

- There are exceptions to the rule, for example *mice, lice, fish.*

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Session 2 — Sounding out phonemes

Objectives	Key terms	Materials
■ To learn how to identify and use phonemes to spell tricky words.	■ Phoneme: smallest unit of sound. ■ Syllable: each beat in a word.	■ Sound buttons. ■ Whiteboards. ■ Phoneme bingo word cards (PCM 2a) and bingo boards.

Remember — Time: 1 minute

■ Explain what a phoneme is, and remind pupils that a helpful way of knowing how to spell words is to sound out the phonemes.

Model — Time: 3 minutes

■ Show pupils how to count the phonemes and put dots under each phoneme in the following words:
sh/i/p (3), ch/i/p (3), f/i/sh (3), c/r/i/s/p (5), f/l/a/sh (4).

■ If there is confusion, stress the difference between phonemes and syllables, as defined in key terms.

Try — Time: 2 minutes

■ Ask pupils to say words to a spelling buddy. The pair then count the phonemes in the words and place dots under phonemes when written on whiteboards: *th/r/ee* (3), *s/t/r/i/pe* (5), *g/a/r/d/en* (5), *p/a/tch* (3), *f/l/ow/er* (4).

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Apply

Time: 2 minutes

- Ask pupils to stick dots under each phoneme in these words:
  p/l/ea/se (4), *w/i/n/d/ow* (5), *s/l/i/de* (4), *u/m/b/r/e/ll/a* (7), *ch/i/m/n/ey* (5).

Secure

Time: 2 minutes

- Give pupils Phoneme Bingo cards (PCM 2a).
- Call out phonemes:

  f as in phone, coffee

  e as in teacher, coffee

  ch as in teacher

  ow as in cloud, shout, shower

  ae as in train

  Pupils identify and stick dots under these phonemes in their words as the teacher calls out the phoneme.
- Pupils write what a phoneme is, using their own words.

Notes

- Distribute all materials in advance to save time.

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Session 3 — Plurals of nouns ending in -y

Objectives

- To learn that nouns ending in *-y* add *-s* in the plural if the final letter is preceded by a vowel. If the final letter is preceded by a consonant, nouns ending in *-y* change the *-y* to *-i* and add *-es*.

Key terms

Plural: more than one.
Syllable: each beat in a word.
Vowel: *a, e, i, o, u* and occasionally *y*.
Consonants: letters which are not vowels.

Materials

- Flipchart and pens.
- Sorting game word cards (PCM 3a).
- Header cards (PCM 3b).

Remember — Time: 2 minutes

- Refer to pupils' homework on plurals when *-es* is used. Ask pupils to restate the rule on *-es* plurals. Check that pupils have remembered the strategy of sounding out phonemes.
- Tell pupils the objectives for the session.

Model — Time: 2 minutes

- Write nouns on flipchart. Show pupils how to make words plural and add *-s* to each word: *monkey, donkey, tray, day.*
- Now show them *pony* and *fairy* – and explain that for words with consonants before the –*y*, take off the *-y* and add *-ies* (i.e. *ponies, fairies*).

Try — Time: 2 minutes

- Write the following list of words and ask pupils to say or show how they can be made into plurals: *trolley, chimney, family, daisy, enemy, bunny.*

Apply — Time: 2 minutes

- Ask pupils to play the sorting game with two sets of words (some ending with a vowel plus –*y* and others with a consonant plus *-y*). (PCM 3a and PCM 3b.)
- Make sure pupils understand the rule.

Secure — Time: 2 minutes

- Ask pupils to hold up cards *-s* or *-ies* as words are read out: *berry, penny, army, party, journey, turkey.*

Notes

- An alternative to the card sort in Apply, is to show the words on OHT and ask pupils to write them down in two groups.

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Session 4 Syllabification (1)

Objectives	Key terms	Materials
■ **To learn how to sound out words into syllables.**	Syllable: each beat in a word. Phoneme: smallest unit of sound in a word.	■ Word cards for segmenting into syllables (PCM 4a). ■ Sorting game word cards (PCM 4b). ■ Header cards (PCM 4c).

Remember

Time: 1 minute

- What phonemes are, and how they differ from syllables.

Model

Time: 2 minutes

- Write words on whiteboards, saying them out loud. Show how words can be segmented into chunks/syllables, and how this can help spell the words: *watch/es, match/es, re/mem/ber, el/e/phant, sea/shore, wild/er/ness.*

Try

Time: 2 minutes

- In pairs, ask pupils to segment words on cards into syllables: *gar/den, cat/a/pult, ger/a/ni/um, mis/tle/toe, ad/ven/ture, hos/pit/al* (PCM 4a).

Apply

Time: 2 minutes

- Ask pupils to play the sorting game with a spelling buddy and to sort words under header cards: one, two, three syllables (PCM 4b and PCM 4c).
- Check pupils' answers and ask them to clap syllables in words.

Secure

Time: 3 minutes

- Give pupils the following category: *musical instrument*. Clap out a two syllable example of a musical instrument, for example, *trum/pet, trom/bone*.
- Ask them to give an example each of one, two and three syllable instruments, for example, *drum* (1), *guitar* (2), *triangle* (3), *harpsichord* (3). If time allows,repeat with other categories: *vegetable* (for example, two syllables – *carrot, turnip*); *clothes* (for example, two syllables – *jumper, trousers*).

Notes

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Session 5 — Plurals of nouns ending in *-f*

Objectives	Key terms	Materials
■ To learn that most nouns ending in *-f* end in *-ves* in the plural.	Plural: more than one. Singular: only one.	■ Whiteboard and pens. ■ Pupils' whiteboards and pens. ■ Word cards (PCM 5a).

Remember — Time: 1 minute

- Check that pupils remember how to pluralise words ending with *-y* or a hissing, buzzing or shushing sound.
- Tell pupils the objectives for the session.

Model — Time: 2 minutes

- Write words on the whiteboard: *calf, elf, half*.
- Ask pupils to say the plural of these words out loud, then show pupils how you make these words into plurals: *calves, elves, halves*.

Try — Time: 3 minutes

- Play Pelmanism (a game where cards are put face down on the table and pupils take turns to find pairs). See PCM 5a.

Apply — Time: 2 minutes

- Ask pupils to write the plural of these words: *wolf, dwarf, shelf, loaf, leaf, knife*.

Secure — Time: 2 minutes

- Ask pupils to tell their spelling buddy the spelling rule they have just learnt and share examples.

Notes

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Session 6 Syllabification (2): words of three or more syllables

Objectives	Key terms	Materials
■ To learn that sounding out words in syllables helps to spell them.	Syllable: each beat in a word.	■ Word cards (PCM 6a).

Remember — Time: 1 minute

■ Remind pupils what a syllable is, with examples.

Model — Time: 1 minute

■ Write the word *remember* on the whiteboard and ask pupils to clap each syllable and state the number of syllables.

■ Segment the word: *re/mem/ber*.

Try — Time: 2 minutes

■ Write words on the whiteboard. Ask pupils to put slashes in, to show syllables and to clap or count them: *miniskirt, February, telephone, computer, diary, Saturday*.

Apply — Time: 3 minutes

■ Give words on cards to spelling buddies and ask them in pairs to take words, to clap and state the number of syllables: *television* (5), *cinema* (3), *video* (3), *cheeseburger* (3), *pineapple* (3), *sausages* (3), *dictionary* (4), *encyclopedia* (6) (PCM 6a).

Secure — Time: 3 minutes

■ Dictate the following words, exaggerating the syllables, and ask pupils to write them on their whiteboards: *hist/or/y; ge/og/raph/y; phys/i/cal ed/u/ca/tion*.

■ Check attempts.

Notes

■ *Encyclop(a)edia* has alternative spellings.

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Session 7 — Suffixes: adding *-ly*

Objectives	Key terms	Materials
■ **To learn that the consonant suffix *-ly* can usually be added without alteration to the base word, except for words ending in *-y*, which change to *i* and add '*-ly*'.**	Consonant: letter which is not a vowel. Suffix: an ending which changes the base word. Base words: words to which suffixes can be added to make new words.	■ Flip chart and pens. ■ Pupils' whiteboards. ■ Word cards (PCM 7a).

Remember — Time: 1 minute

- Remind pupils about pluralisation of words ending in *-f*.
- Tell pupils the objectives for the session.

Model — Time: 2 minutes

- Tell pupils that there are four things to learn about suffixes: (i) what they mean (ii) what they do (iii) how to spell them (iv) how to add them to words.
- Explain that by adding *-ly* you can change the meaning of the words to mean 'in this manner'. Show this with the words: *proper (properly), weak (weakly).*
- Tell pupils that most base words stay the same when *-ly* is added, but that words which end in *-y* need to change to *i* before the *-ly* is added. For example, *merry/merrily; happy/happily.*

Try — Time: 2 minutes

- Write the following words on the whiteboard. Tell pupils to add *-ly* to the base words: *actual, kind, hasty, beautiful, quick, nasty.*

Apply — Time: 2 minutes

- Rub off the *-ly* suffix from the words on the whiteboard. Assign two words to each pupil. Ask pupils to add *-ly* to the word and write the words in sentences on their whiteboards, showing that they understand the meaning.

Secure — Time: 3 minutes

- Give pupils two words from PCM 7a. Ask them to add *-ly* to the words and say *'I am ace at spelling...'* – in the manner of the words. Someone else in the class has to give the correct spelling.

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Session 8 — Analogy and letter string *-our*

Objectives	Key terms	Materials
■ **To learn to use the letter string *-our* to help spell unknown words.**	Analogy: relating something known to something new.	■ Whiteboards. ■ Word cards for Sorting Game (PCM 8a)

Remember — Time: 1 minute

■ Remind pupils that we can use our knowledge of words to learn new words.

Model — Time: 2 minutes

■ Explain that although the letter string *-our* can be pronounced in different ways, spotting the letter pattern can help to spell other words, e.g. *our, sour, favour, neighbour.*

■ Write these words on the flipchart: *our, sour, favour, neighbour.*

Try — Time: 2 minutes

■ Put the words in PCM 8a on cards.

■ Ask pupils in pairs to sort them into three sets depending on the pronunciation of *-our* at the end of the word (e.g. as in *flour, pour and favour*).

Apply — Time: 2 minutes

■ Ask pupils to guess words from the clues, as they are read out, and to write them on their whiteboards:
- someone who lives next door (*neighbour*)
- not sweet (*sour*)
- something you do with tea from a teapot (*pour*)
- ingredient for making bread (*flour*)

■ Ask pupils to underline the *-our* letter strings in a different colour, according to the way the word is pronounced.

Secure — Time: 3 minutes

■ Ask pupils to explain to their spelling buddies what they have just learnt and to provide their partner with examples of words with *-our* pronounced differently.

■ As a class, listen to some of the different pronunciations of *-our*.

Notes

■ Many words that rhyme with *our* are spelt *-ower*, e.g. *flower, power.*

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Session 9 — Consonant suffixes *-ful* and *-less*

Objectives

- To learn that most base words do not change when consonant suffixes are added. Words which end in *-y* change to *i*, and words which end in *-e* keep the *e* and add the suffix.

Key terms

Base word: a word to which suffixes may be added to make other words.
Suffix: an ending which can change the base word.

Materials

- Whiteboard/flipchart and red/blue pens.
- Pupils' individual whiteboards.
- Word cards for game (PCM 9a).

Remember — Time: 1 minute

- Check that pupils understand the terms *base word* and *suffix*.
- Tell pupils the objectives for the session.

Model — Time: 3 minutes

- Show pupils how the base words *pain* and *help* can be changed by adding the suffixes *-ful* and *-less*. Use the red pen for base words and the blue pen for suffixes. Explain that the base word doesn't change.
- Tell pupils that when the suffixes are added to some words, i.e. those ending in *-y*, you have to change the *-y* to *i* before adding the suffix. Model on the flipchart with the words: *mercy, pity, beauty*.
- Show pupils that when words end in *-e* the *-e* is kept before adding the suffix. Model : *hope, shame, tune*. Write the base words in red and suffixes in blue.

Try — Time: 2 minutes

- Ask pupils to generate a list of other words which can be changed by adding *-ful* and *-less* and see if the spelling rule above applies. This activity should be done collaboratively on the flipchart, with pupils underlining suffixes in blue.

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Apply — Time: 2 minutes

- Ask pupils to play the matching game with two sets of cards – base words on red and suffixes on blue. See PCM 9a. This can be done on OHT as a whole-class activity.

Secure — Time: 2 minutes

- Quick spelling quiz. Dictate words for pupils to write: *tearful, careful, shameless, doubtful, pitiless, merciful.*
- Ask pupils to underline the suffixes in blue and check that they know how each word has been amended. For example, *shameless* keeps the *-e*.

Notes

- Remember that *wholly* is an exception.

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Session 10 — Analogy and letter strings *-ice, -ight* and *-eight*

Objectives

- **To learn how to use analogy and knowledge of word families to spell unknown words, using the letter strings *-ice, -ight* and *-eight*.**

Key terms

Analogy: relating something known to something new.

Materials

- Heads and Tails word cards (PCM 10a).

Remember — Time: 1 minute

- Remind pupils how we can use our knowledge of words to spell other words.
- Tell pupils the objective for this session.

Model — Time: 3 minutes

- Have the following words written up on the flipchart: *notice, police, nice, spice, twice, right, tight, eight*. Tell the pupils that the letter strings: *-ice* and *-ight* can be pronounced in different ways (e.g. *-ice* as in *nice* or *notice*, *-ight* as in *right* or *weight*). *Nice* and *spice* help us to write the word *mice*. *Tight* helps us to write the word *might*.

Try — Time: 2 minutes

- Tell pupils to write down the four headings on their whiteboards: *notice, nice, right* and *weight*.
- In pairs, ask the pupils to list as many words under each heading as they can, which have the same letter pattern. Remind them that they can use the alphabet to find possibilities.

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Apply

Time: 2 minutes

- Give pupils the game '*Heads and tails*' in PCM 10a. In this game pupils match the letter strings with word beginnings. This is a whole-class activity.

Secure

Time: 2 minutes

- Dictate the following words and ask pupils to write them on their whiteboards: *notice, practice, police, apprentice, splice, twice, weight, freight, might, light, tight, eight, night.*
- Check pupils' spellings.

Notes

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Session 11 — Vowel suffixes *-ible* and *-able*

Objectives	Key terms	Materials
■ To learn *-ible* and *-able* endings.	Suffix: a morpheme which is added to the end of a base word. Base word: a word to which suffixes may be added to make other words.	■ Flipchart, pens and red pen. ■ Snap cards for words in PCM 11a. ■ Pupils' individual whiteboards.

Remember — Time: 1 minute

- Check understanding of consonant suffixes *-ful* and *-less*.
- Tell pupils the objectives for the session.

Model — Time: 3 minutes

- Write these words on flipchart: *horrible, enjoyable, adorable, edible*.
- Underline the endings of the words *-able* and *-ible* in red.
- Now write the words in two columns headed *-ible* and *-able*.
- Ask pupils why some words take *-ible* and some take *-able* as suffixes. Point out that if you are **able** to do something you add *-able*, if not add *-ible*. For example, you are **able** to enjoy something – so the word is enjoyable.
- Explain that, although there is no reliable rule for *-able/-ible*, in many cases it is helpful to see if dropping the suffix leaves a recognisable base word. If it does, then the suffix is usually *-able*.

Try — Time: 2 minutes

- Read out words in turn: *responsible, possible, enjoyable, breakable, agreeable, edible*.
- Ask pupils which ending they have. Encourage pupils to check whether they are right by prompting them as to whether they are **able** to do it.

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Apply — **Time: 2 minutes**

- Play snap in pairs with words on cards from PCM 11a. (This needs advance preparation.) Focus only on the endings *-able* and *-ible* for a 'snap'.

Secure — **Time: 2 minutes**

- Spelling quiz. Ask pupils to spell the following words on their whiteboards: *horrible, terrible, possible, edible, enjoyable, breakable, adorable, reliable, valuable*. Observe attempts and praise positive achievement.

Notes

- Basing *able/ible* distinction on whether or not there is a recognisable base word is a tendency rather than a firm 'rule'.

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Session 12 — Analogy and letter string *-ough*

Objectives	Key terms	Materials
■ **To learn how to use analogy and knowledge of letter strings to spell unknown words: *-ough*.**	Analogy: relating something known to something new.	■ Word cards (PCM 12a and 12b).

Remember — Time: 1 minute

■ The same group of letters can be pronounced in different ways. Give examples.

Model — Time: 2 minutes

■ Write words on flipchart, saying *o-u-g-h* as you write them in the words. Go back to each word and draw the outline of the shape *-ough*. Tell pupils that you can make the sound these letters represent in different ways: *rough, through, bough, though, cough, ought, sough, lough, thorough.*

Try — Time: 2 minutes

■ Show the words from PCM 12a on OHT. Pupils in pairs spell out each word, saying each letter, and finally pronounce the word correctly.

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Apply — **Time: 3 minutes**

- In groups of four, pupils put the pile of clue words from PCM 12b in the middle of the table and take it in turns to pick one. He/she holds up the first clue and the pupil who has the matching word holds it up and pronounces the word correctly. Continue.

Secure — **Time: 2 minutes**

- Dictate the following words and ask pupils to write them on their whiteboards: *enough, fought, through, plough, brought.*

Notes

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Session 13 — Vowel suffixes *-al*, *-ary* and *-ic*

Objectives

- To learn that base words ending in *-e* or *-y* drop the final *-e* or change *-y* to *-i* before taking a vowel suffix.
- To learn that base words which end in consonants are unchanged when vowel suffixes are added.

Key terms

Suffix: a morpheme which is added to the end of a base word.
Base word: a word to which suffixes may be added to make other words.
Morpheme: the smallest unit of meaning, e.g. house (1 morpheme), houses (2 morphemes).

Materials

- Whiteboards, pens and red pen.
- Cards for 'Suffix match' (PCM 13a).
- Cards for Bingo game (PCM 13b).
- Bingo boards.

Remember — Time: 1 minute

- Check pupils' understanding of the terms *vowel, consonant, base word* and *suffix*.
- Tell pupils the objectives for the session.

Model — Time: 2 minutes

- Write up: *medical, personal, stationary, dictionary, historic, supersonic*.
- Circle the suffixes in red, state the rule and explain the function of the suffixes, which is often to change nouns into adjectives.

Try — Time: 2 minutes

- Play the 'Suffix match' game (PCM 13a). Each pupil has one set of suffix cards and must show the correct card when the base word is held up. Use these words: *season, revolution, mission, exception*.

Apply — Time: 3 minutes

- Play the 'Suffix bingo' game. Pupils have boards with base words. (Each pupil has different base words – see PCM 13b). Suffixes are held up and pupils place them next to base words. The one to finish first shouts 'Bingo!'

Secure — Time: 2 minutes

- With spelling buddies, pupils write sentences to show that they understand the function of these suffixes. Use these words: *additional, personal, stationary, historic, rhythmic*.

Notes

- Base words are harder to detect in this group of words, since some already have a suffix attached, for example, *revolve* → *revolution* → *revolutionary*, or *miss + ion + ary*.

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Session 14 Look/cover/write/check

Objectives	Key terms	Materials
■ **To learn a simple visual strategy for learning tricky words – look/cover/write/check.**		■ Look/Cover/Write/Check proforma (PCM 14a).

Remember — Time: 1 minute

■ Remind pupils that spelling can be helped by something that we see, as well as by what we hear.

Model — Time: 3 minutes

■ Using the format in PCM 14a, model the four-step method: **look/cover/write/check**. Use the following words: *promenade, helter-skelter, scream, ghost train.*

Try — Time: 2 minutes

■ Go through the process as a group. Write words on whiteboard, show them in turn to pupils asking them to write them when they are covered: *funfair, helter-skelter, dangerous, candy floss, ghost train, frightening, delicious.*

Apply — Time: 2 minutes

■ Give pupils **look/cover/write/check** proforma. With their spelling buddy pupils go through the process with these words: *holiday, surfboard, horizon, shingle.*

Secure — Time: 2 minutes

■ Ask pupils to write simple instructions to help other pupils to use look/cover/write/check.

Notes

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Session 15 — The 'shun' suffixes *-tion, -sion* and *-cian*

Objectives

- To learn that the usual function of these suffixes is to change verbs into nouns. *-sion* is often used when the base word ends in *-d/-de* or *-s/-se*.
- To recognise that *-cian* is used when nouns end in *-c* (common in occupations).

Key terms

Suffix: an ending which changes the base word.
Base word: a word to which suffixes may be added.

Materials

- Whiteboards and pens.
- Word cards for modelling activity for the rule (PCM 15a).
- Text in PCM 15b.

Remember — Time: 1 minute

- Check that pupils remember the meaning of the term suffix.

Model — Time: 3 minutes

- Show whole words on OHT and sort them under headings: *-tion, -sion, -cian*. Explain the rule above. Use these words: *extension, explosion, fraction, attention*. Point out the rule and then use the 'occupational' words *optician, mortician, magician*. (PCM 15a.)

Try — Time: 2 minutes

- Give pupils text in PCM 15b and ask them to underline the 'shun' suffixes as text is read out loud.

Apply — Time: 2 minutes

- Spelling quiz. Pupils write down correct spellings for these words: *magician, politician, fraction, confusion, explosion, fraction*.

Secure — Time: 2 minutes

- Ask pupils to explain what they have learned about suffixes.

Notes

- *-sion, -cian and -tion* words are usually nouns.
- *'magic'* is not normally a verb, but it used to be.

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Session 16 Visualisation

Objectives

- **To learn how to use visual clues to remember how to spell tricky words.**

Key terms

Visualise: see in your mind's eye.

Materials

- Dictionaries.

Remember

Time: 1 minute

- Spelling is about seeing words as well as hearing them, because the same letters can be pronounced differently.

Model

Time: 2 minutes

- Play the 'Picture game'.
- Explain that a good strategy for remembering how to spell tricky words is to make up a picture for them. For example, the word: *definite*. Look at the pattern and shape of the word. Identify the tricky part – the repetition of the letter *i*. Imagine them as two eyes blinking either side of the letter *n* which can be visualised as a nose. The two *e*'s can be seen as two ears – thus making a whole face!
- Silly picture clues help us to remember words.

Try

Time: 2 minutes

- Give pupils tricky words and ask them to draw picture clues after closing their eyes. Use these words: *television, address, telephone.*

Apply

Time: 2 minutes

- Play the 'Picture game'. Ask pupils in pairs to think of one or two tricky words, check spellings in dictionaries and then draw one or two picture clues.

Secure

Time: 3 minutes

- Ask pupils to identify tricky parts and draw picture clues for words said aloud by the teacher. If possible, these words should be ones that people in the class have already found difficult.

Notes

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Session 17 — Suffixes *-ive* and *-ist*

Objectives

- To learn that the suffix *-ive* can change a noun or a verb into an adjective, or a verb into a noun. Before adding the suffix, a final *-e* or *-y* has to be dropped.
- The suffix *-ist* usually changes the word into one that means the person who does that activity. Before adding the *-ist* suffix, drop a final *-e* or *-y*.

Key terms

Suffix: an ending which changes the base word.
Base word: a word to which suffixes may be added to make new words.

Materials

- Whiteboards and pens.
- Red pen.
- Suffix snap word cards (PCM 17a).
- Spelling quiz word cards (PCM 17b).
- Cloze text with missing suffixes (PCM 17c)

Remember — Time: 1 minute

- Tell the pupils the objectives for the session.

Model — Time: 2 minutes

- Write these words on the whiteboard: *expensive, detective, decorative, massive, balloonist, instrumentalist.*
- Underline the suffixes in red pen and explain their function and the spelling rules for them.

Try — Time: 2 minutes

- Play 'Suffix snap' to help pupils to identify suffixes, using the words in PCM 17a.

Apply — Time: 2 minutes

- Spelling quiz: pupils are shown words on OHT (see PCM 17b) and asked to add the correct suffix and write the new words on their whiteboards.

Secure — Time: 3 minutes

- Suffix cloze procedure: use text in PCM 17c. Give pupils copies of the text. Ask them to write in correct suffixes as text is dictated.

Notes

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Session 18 Word shapes

Objectives

- **To learn how to visualise and recall word shapes.**

Key terms

Shape: visual outline of a word.

Materials

- Dictionaries.

Remember

Time: 1 minute

- Remind pupils of the strategy of visualising pictures to represent patterns of letters in words.
- Introduce new objective.

Model

Time: 2 minutes

- Write *temperature* on the whiteboard. Ask pupils to focus on the word and count to five. Ask them to start at the beginning of the word and look towards the end, then look from the end to the beginning. Draw a line round the shape of the word. Tell them to close their eyes and write the word in the air with their finger. Tell them to write the word on their whiteboard and check that it is right.

Try

Time: 2 minutes

- Give pupils the following words and ask them to go through the same process: *information, technology, history, geography, chemistry, biology.*

Apply

Time: 2 minutes

- Ask pupils to tell spelling buddies three words they find difficult and together look them up in a dictionary. Go through the process above, including drawing round the shape to create 'spelling silhouettes'.

Secure

Time: 3 minutes

- Ask pupils to tell their spelling buddy which parts of the words they found hard to remember. Discuss as a group which of the three visualisation strategies that they have covered in the last three sessions has been the most useful.

Notes

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Session 19 — Prefixes *pro-, pre-, re-, sus-*

Objectives

- To learn that prefixes change the meaning and spelling of words. *Pro-* means ahead or forward, *pre-* means before, *re-* means again and *sus-* and *sub-* mean under.

Key terms

Prefix: a prefix is a morpheme (unit of meaning) which can be added to the beginning of a word to change its meaning.
Base word: a word to which prefixes and suffixes may be added to make other words.
Word families: words which share the same base word.

Materials

- Dictionaries for checking words with prefixes.

Remember — Time: 1 minute

- Tell pupils the objectives for the session and check that they remember what a prefix is.

Model — Time: 2 minutes

- Write the words *progress, proceed, propel, project* on the whiteboard. Circle the prefix. Tell pupils a way to find out the meaning of words is to work out the meanings of the prefix and the base word and put these together. Model using the dictionary to look up *progress*. Find definition *move forward*. Explain that *gressus* is Latin for *going* – so *pro* must mean *forward*.
- Look at other *pro-* words in a similar way.

Try — Time: 2 minutes

- Write the words *prepare, replace, suspect, submarine*. Ask each pair of pupils to look up one of the words in the dictionary and work out the meaning of the prefix. Pupils will probably need to be guided through this process.
- Check answers and write the meaning of each prefix on the whiteboard.

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Apply — **Time: 3 minutes**

- Ask different pairs of pupils to work out the meaning of the following groups of words using dictionaries:
  - *suspense, suspicion, suspend*
  - *prefix, prejudice, preface*
  - *redo, reaffirm, rewrite*
  - *submerge, subdue, subordinate*.
- Share findings.

Secure — **Time: 2 minutes**

- Play 'Beat the clock'. Give pupils one of the prefixes: *pre-, pro-, re-* and *sus-*, and ask them to generate lists of other words using dictionaries. See who can make the longest list in one minute.
- Revisit the meaning and the function of the prefixes.

Notes

- Pupils will know the term 'pro' as 'professional'.

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Session 20 — Root words

Objectives	Key terms	Materials
■ To learn how to use knowledge of root words to help spell families of words.	Root word: a word to which prefixes and suffixes can be added to make new words.	■ Whiteboards and pens. ■ Sorting Game sheet (PCM 20a). ■ Red and blue pens.

Remember — Time: 1 minute

- Remind pupils that their knowledge of words helps them to spell other words.
- Check that they remember the meanings of 'prefix' and 'suffix'.

Model — Time: 3 minutes

- Write the word *child* six times in red on whiteboard. Show pupils how the spelling of this word can help spell other words, for example *children, childhood, childlike, childish, childless*. Add rest of words in blue. Explain to pupils that *child* is the root word and all the other words are in that family of words.

Try — Time: 2 minutes

- Ask pupils to try writing as many words as possible on their whiteboards with the root word *electric*, for example *electrical, electricity, electrician, electronic, electrocute*.
- Ask them to underline the root word in red – draw attention to the fact that sometimes the root word changes slightly.

Apply — Time: 2 minutes

- Play the 'Sorting game' as a whole class using PCM 20a. Each pair or group is allocated a word family and circles the word in that family.

Secure — Time: 2 minutes

- Discuss findings and revisit the objective.

Notes

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Session 21 — Antonym prefixes (1) *anti-, in-, un-*

Objectives

- To learn that antonym prefixes change the meaning of a word so that it means the opposite. *Anti-* means against, *in-* and *un-* mean not.

Key terms

Antonym: a word with a meaning opposite to another, for example *light* is the antonym of *dark*.

Materials

- Whiteboards, red and blue pens.
- Pupils' whiteboards.
- Word cards for 'Prefix match' (PCM 21a).

Remember — Time: 1 minute

- Refer to the spelling challenge on the prefix *pre-* and word roots. Check pupils' understanding.
- Tell the pupils the objectives for the session.

Model — Time: 3 minutes

- Write these words on the whiteboard: *unnatural, unhelpful, antisocial, inactive, indecent*. Underline the antonym prefixes in blue, and show pupils how they change the words. Refer to the double *n* in *unnatural* and the rule about double letters. (i.e. if the last letter of the prefix is the same as the first letter of the base word, the new word will have a double letter, e.g. *unnatural*.)

Try — Time: 2 minutes

- As a group, ask pupils to think of two insults which the following people might hurl at others, using the three antonym prefixes. Write on whiteboard and underline the prefixes in blue.
  - Mother to rude son (for example, *untidy, antisocial*).
  - Teacher to lazy pupil (for example, *inattentive, incapable, undisciplined*).
  - Employer to poor employee (for example, *unpunctual, unhelpful*).
- Check if any have double letters. Check pupils understand meanings of words and function of antonym prefixes.

Apply — Time: 2 minutes

- Play 'Prefix match' against the clock. Give pupils lists of words and prefixes (from PCM 21a) and ask them to write in the appropriate prefix.

Secure — Time: 2 minutes

- Ask pupils to write a sentence with three negative prefixes.

Notes

- *ante/post* contrast, as do *sub/super* and *in/ex*.
- Some words are both roots and prefixes e.g. *super*.

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Session 22 — Root words from other languages (1)

Objectives	Key terms	Materials
■ **To learn to use roots from other languages to help spell families of words.**	Root word: a word to which suffixes and prefixes may be added to make other words. Word families: words which share the same base word.	■ Root Puzzle Grid (PCM 22a).

Remember — Time: 1 minute

- Remind pupils that the English language has borrowed words from other languages including Greek and Latin.

Model — Time: 2 minutes

- Write the following words on the whiteboard, underlining the prefix *bi-* in red and the rest of the word in blue: *bicycle, biped, binoculars, binary*. Ask pupils the meaning of *bi-*. Explain that it comes from the Latin word *bis* meaning 'two'.

Try — Time: 2 minutes

- Write the word *aqua* and ask what it means. Tell pupils that *aqua*, meaning 'water', comes from Latin. *Aquarius/aquarian* = water carrier.
- Ask the group to generate as many words as possible from this root.

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Apply | Time: 2 minutes

- Play the 'Root puzzle' game. Give the pupils the grid (PCM 22a) and ask them to complete it.

Secure | Time: 3 minutes

- Spelling quiz of high frequency words from classical roots:
  - *aerosol, aeroplane, aerobics*
  - *audible, audience, audio-visual, audition*
  - *aquarium, aquamarine*
  - *bicycle, biceps, bikini, bilingual*
  - *microscope, microchip, microbe, microwave*
  - *superhuman, supermarket, supersonic.*

Notes

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Session 23 — Antonym prefixes (2) *ir-*, *im-* and *il-*

Objectives

- To learn that antonym prefixes change the meaning of the word so that it means the opposite: *ir-*, *im-* and *il-* mean not.
- To learn that if the last letter of the prefix is the same as the first letter of the base word, the new word will have a double letter for example, immobile.

Key terms

Antonym: a word with a meaning opposite to another, for example light is an antonym of dark.

Materials

- Whiteboards, red and blue pens.
- Dictionaries.
- Header cards: *im-*, *ir-* and *il-* and word cards (PCM 23a).
- Prefix grids, one per pupil (PCM 23b).
- Words for insults (PCM 23c).

Remember — Time: 1 minute

- Tell the pupils the objectives for the session and check that they know the meaning of *antonym*.

Model — Time: 2 minutes

- Write these words on the whiteboard: *immature, irregular, illegal*. Circle the prefixes *im-*, *ir-* and *il-*. Remind pupils of the rule about double letters.

Try — Time: 2 minutes

- Play 'Prefix sort'. Ask pupils to sort the words under the correct header cards (PCM 23a) and to work out their definitions: *immobile, impractical, irrational, irresponsible, illiterate, illegible, illegal*.

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Apply — Time: 2 minutes

- Ask pupils to write these dictated words under the correct prefix heading on whiteboards or on the prefix grid (PCM 23b): *impolite, irresistible, irresponsible, illegal, improper, impatient, illiterate.*

Secure — Time: 3 minutes

- Play the 'Insult game' in pairs. Ask pupils to look at the words in PCM 23c and choose three which could be used in three insult scenarios:
  - mother to naughty toddler
  - policeman to burglar
  - teenager to small brother.
- Listen to some of the role play scenarios.

Notes

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Session 24 — Root words from other languages (2)

Objectives	Key terms	Materials
■ To learn how to use roots from other languages to help spell families of words.	Root word: a word to which suffixes and prefixes may be added to make other words. Word families: words which share the same root word.	■ Root Snap word cards (PCM 24a). ■ Text for root highlighting (PCM 24b) for each pupil, plus highlighter pen or pale colour felt tip.

Remember — Time: 1 minute

■ Check understanding of *root word* and *word* families.

Model — Time: 3 minutes

■ Write the following four words on the whiteboard: *autograph, telegraph, photograph, graphic.*

■ Ask what they have in common and underline *-graph* in blue. Explain that *graph* means to write, then check that pupils understand the meanings of the four words.

■ Model using a dictionary to check the meaning of roots such as *graph.*

Try — Time: 2 minutes

■ Ask pupils to generate lists of words on their whiteboards using the roots *auto-* and *-ology.* For example, *automatic, autograph, autobiography, automobile, zoology, biology, geology, archaeology.*

Apply — Time: 2 minutes

■ Play 'Root snap'. Pupils play snap using words in PCM 24a. Note that some words come into two categories, for example *autograph.*(The 'snap' depends on having the same root, not on having identical words.) Give each pupil a word, and put words, one at a time, on the OHP.

Secure — Time: 2 minutes

■ Ask pupils to highlight roots in words as teacher reads text in PCM 24b.

Notes

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Session 25 Doubling consonants (1)

Objectives	Key terms	Materials
■ **To learn that when adding to a single syllable word with a short vowel before the last consonant, you need to double the last letter.**	Syllable: each beat in a word. Vowel: *a, e, i, o, u.* Consonant: letter which is not a vowel.	■ Whiteboards and pens. ■ Long and Short header cards (PCM 25a). ■ Word cards (PCM 25b). ■ Word list (PCM 25c).

Remember — Time: 1 minute

■ Tell the pupils the objectives for the session and review their understanding of the key terms.

Model — Time: 2 minutes

■ Write up *hop* and *hope*. Point out short vowel sound in *hop* and long vowel sound in *hope*. Show how *-ing*, and *-ed*, are added to both words, i.e. doubling the consonant after the short vowel.
■ Show how *-er* is added to *write* and *dig*.

Try — Time: 2 minutes

■ Write up *beep, dream, mop, drag*.
■ Ask pupils to add either: *-ing, -er* or *-ed*, and to use double letters appropriately. Ask pupils to explain the rule to each other.

Apply — Time: 2 minutes

■ Show the words in PCM 25b on OHT. Ask pupils to identify short and long vowels, and hold up header cards *short* or *long* (PCM 25a).

Secure — Time: 3 minutes

■ Read out list of words in PCM 25c. Ask pupils to write the words on whiteboards with *-ed* or *-ing* added. Pupils to check accuracy with spelling buddy.

Notes

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Session 26 Words within words (1)

Objectives

- **To learn how to recognise root words within words in order to spell new words.**

Key terms

Root word: a word to which suffixes and prefixes may be added to make other words.

Materials

- Root Snap word cards (PCM 26a)

Remember

Time: 1 minute

- Remind pupils about base words from other languages.

Model

Time: 2 minutes

- Write up *vary, various* and *variant*. Explain the Latin root: *variabilis*, meaning *different*. Show how *variety* is spelt using knowledge of root. Write up *portable, porter, transport*. Show how *import* is spelt using knowledge of root: *portator*, meaning *carry*.

Try

Time: 1 minute

- Ask pupils which words will help them spell *react*. Prompt for *act, action, actor* (the root is *act* meaning *do*). Ask pupils which words will help them spell *formation*. Prompt for *form, uniform, transform* (the root is *form* and means *shape*).

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Apply — Time: 3 minutes

- Play 'Root word' snap. (PCM 26a.) Give each pupil a card, and then show words, one at a time on OHP.

Secure — Time: 3 minutes

- Write up *victory, victim, convince*. Ask pupils how to spell *invincible* (explain meaning of *invincible)*. Ask what the root *vict/vince* could mean (*conquer*).
- Write up *mobile, automobile* and *mobility*. Ask pupils how to spell *immobile*. Ask what the root *mob* means (*move*).
- If time, do the same with *mortal, mortician, post mortem, mortality* (the root is *mort* which means *death*).

Notes

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Session 27 — Doubling consonants (2)

Objectives	Key terms	Materials
■ To learn to double the consonant in medial position after a short vowel.	Consonant: letter which is not a vowel. Root word: a word to which suffixes and prefixes may be added to make other words. Medial position: in the middle of the word.	■ Whiteboards and pens.

Remember — Time: 1 minute

- Refer to doubling consonants before adding the word ending.
- Tell pupils the objectives for the session.

Model — Time: 2 minutes

- Remind pupils that only long vowels say their own name. If the vowel is a short one, it is followed by double consonants. Give examples:
  - *writing/written*
  - *hide/hidden*
  - *hoping/hopping*

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Try — Time: 2 minutes

- Say the following words and write them on the board as pupils spell them out loud: *running, hiding, jogging, referring.*
- Articulate the rule together.

Apply — Time: 3 minutes

- On their whiteboards, pupils write the following words: *hugged; ripped; hidden; decided; driving; hoped; shrugged.*
- Check spellings.

Secure — Time: 2 minutes

- Discuss which words caused difficulties.
- Each pupil writes the rule in their own words, with examples.

Notes

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Session 28 Word webs

Objectives	Key terms	Materials
■ **To learn how to use known root words to spell other words.**	Word web: a pattern which shows the links between words.	■ Word webs (PCM 28a and 28b).

Remember

Time: 1 minute

■ Remind pupils about using words from a similar root to spell difficult-to-spell words.

Model

Time: 2 minutes

■ Write up *sign*. Model writing a word web using the word *sign*. See PCM 28a.

Try

Time: 3 minutes

■ With pupils, create a word web on the whiteboard using the word *telephone*, ensuring that pupils use both root words, i.e. *tele* and *phone*.

Apply

Time: 2 minutes

■ Ask pupils to create a word web with a spelling buddy using the word *like*.

Secure

Time: 2 minutes

■ Ask pupils to work out the root word missing from the centre of the word web in PCM 28b (answer: *unhelpfulness*).

Notes

■ Traditional grammarians use the term *suffix* for inflexions and derivations, *prefix* for front 'bits' and *combining forms* for words like 'tele', but pupils do not need to know this.

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Session 29 — Doubling consonants (3)

Objectives

- To learn that if there is a single consonant after a short vowel you double that when adding word endings.
- If there are two consonants after the short vowel do not double when adding word endings.

Key terms

Consonant: letter which is not a vowel.
Vowel: *a, e, i, o, u* and occasionally *y*.

Materials

- Whiteboards and pens.
- Word list for doubling activity (PCM 29a).
- Text (PCM 29b).
- Dictionaries.

Remember — Time: 1 minute

- Check understanding of doubling after a short vowel.
- Tell pupils the objectives for the session.

Model — Time: 2 minutes

- Write up *sip* and *mark*. Add *-ing* and *-ed* to both words and point out the rule.

Try — Time: 3 minutes

- Ask pupils to write words on whiteboard, adding *-ing* and *-ed*: *drag, land, ship, lift*. Check understanding of the rule that a single consonant is doubled when an ending is added.

Apply — Time: 2 minutes

- To double or not to double? That is the question. Give pupils list of words in PCM 29a. Ask them to add correct ending: *-er, -ed* or *-ing*.

Secure — Time: 2 minutes

- As text PCM 29b is read aloud, ask pupils to highlight doubled (not double) consonants on their copies. (e.g. *committing, forgetting, signalling*.)

Notes

- Where words already end with a double consonant (for example, *putt, spill*) leave them alone when adding *-ing* or *-ed*.

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Session 30 Words within words (2)

Objectives	Key terms	Materials
■ **To learn how to find words inside other words to help remember spellings.**	Dictionary: an alphabetically arranged book explaining word meanings, usage and word origins.	■ Words within words (PCM 30a). ■ Dictionaries.

Remember — Time: 1 minute

■ Remind pupils of other words within words from previous sessions.

Model — Time: 2 minutes

■ Show pupils how useful it is to recognise words within words to remember spellings of longer words. Use: *comfortable, grandfather, temperature*.

Try — Time: 2 minutes

■ Spelling quiz: beat the clock. Ask pupils how many words can be found in the word *mythological*. Remember to get the letters in the right order.

Apply — Time: 2 minutes

■ Ask pupils to circle words within the words in PCM 30a.

Secure — Time: 3 minutes

■ Ask each pupil to find three words, with more than one word in them. Use dictionaries. (e.g. *grandmother, everywhere, nobody*.)

■ Share words that have other words in them.

Notes

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Session 31 Unsounded consonants

Objectives

- **To learn how to investigate, spell and remember words with unsounded consonants.**

Key terms

Unsounded consonants: consonants which we do not pronounce.

Materials

- Red pen.
- Unsounded consonants grid (PCM 31a) and cards (PCM 31b).

Remember

Time: 1 minute

- Tell pupils the objectives of the session.

Model

Time: 2 minutes

- Say and write the following words, one by one: *knife, whale, thumb* and *write*.
- As you write each word on the whiteboard, underline the unsounded consonants in red. Tell the pupils that, in the past, these consonants would have been sounded, so we are going to say the words, sounding out the consonants. Do this in an exaggerated way, using *spell-speak*.

Try

Time: 2 minutes

- Using the prepared grid (PCM 31a), write the above words in the appropriate columns. Then, as a group, ask the pupils to help you to add one more word to each column.

Apply

Time: 3 minutes

- Hand out copies of the grid to pairs of pupils, and ask them to add two more words to each column. Then ask the pupils to show their grids to the group.

Secure

Time: 2 minutes

- Give each pair a selection of words and letters (PCM 31b), and ask them to match the correct unsounded consonants. Observe and support pairs, as necessary.

Notes

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Session 32 — Unstressed vowels (1)

Objectives	Key terms	Materials
■ **To learn to spell unstressed vowels in polysyllabic words.**	Unstressed vowels: vowels which cannot be heard clearly in normal pronunciation.	■ Whiteboard and pens. ■ Finding hidden words (PCM 32a). ■ Sorting Game (PCM 32b).

Remember — Time: 1 minute

- Refer to the ways of remembering unsounded consonants.
- Tell the pupils the objectives for this session.

Model — Time: 3 minutes

- Write the following words on the whiteboard: *Wednesday, family, beautiful* and quickly demonstrate, by marking with slashes, where the syllables are: *wed/nes/day, fam/i/ly, beau/ti/ful.*
- Explain that when we say these words normally, some of these syllables cannot be heard clearly, and the vowels in them are called 'unstressed' or unpronounced vowels. Circle them in these words.
- Two ways of helping to remember unstressed vowels in words are:
  - sounding the word out as if the vowel were clear, for example *wed-nes-day*
  - finding words within words, for example *get* in *vegetable*.

Try — Time: 2 minutes

- Write the following words on the whiteboard, with the unstressed vowels underlined: *parliament, miniature.*
- Then get the pupils to join in with *'spellspeaking'* these words in an exaggerated way: *parli-aaah!-ment* and *mini-a-ture.*
- Then write the following words on the whiteboard: *skeleton* and *business.*
- Ask the pupils which word is hidden within the middle of each of these words (*let* and *sin*).

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Apply

Time: 2 minutes

- Give each pair the four words in PCM 32a, and ask them to find which words have a word hidden within them (*carpet* and *hospital*), and which two words need to be exaggerated when pronounced (*definite* and *interest*). See which pair can complete this task the fastest.

Secure

Time: 2 minutes

- Now play the 'Sorting' game (PCM 32b) with the whole group.

Notes

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Session 33 — Homophones (1)

Objectives	Key terms	Materials
■ To learn to distinguish between the spelling and meanings of common homophones.	Homophones: words which have the same sound but a different meaning or spelling.	■ Word cards (PCM 33a). ■ Sentence cards (PCM 33b).

Remember — Time: 1 minute

■ Remind pupils that there are some words that sound the same but have different spellings.

Model — Time: 2 minutes

■ Say and write the following examples: *by, buy* and *bye; too, two* and *to; we're, where* and *wear*.

■ Next put them into sentences, for example, *'Don't eat* ***too*** *many sweets!', 'I have* ***two*** *feet', 'Give that book* ***to*** *me, please.'* Ask pupils for a different sentence for each word.

Try — Time: 2 minutes

■ Give out the copies of the words *their, they're* and *there* to pairs of pupils (PCM 33a). Ask them to hold up the correct word for each of the following sentences:

- 'The pupils forgot **their** challenges!'
- '**There** is too much noise outside.'
- '**They're** going shopping after school.'

Apply — Time: 2 minutes

■ Give out PCM 17b and allocate two sentences to each pair (PCM 33b). Tell each pair what their homophone is: *seen/scene, hear/here* or *some/sum*. Ask them to fill in the correct word in each of their sentences.

Secure — Time: 3 minutes

■ As a whole group, compose sentences using the following homophones on the whiteboard: *break/brake, aloud/allowed, right/write*.

Notes

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Session 34 Unstressed vowels (2)

Objectives	Key terms	Materials
■ **To learn how to spell unpronounced or unstressed vowels in polysyllabic words, using mnemonics.**	Unstressed vowels: vowels which cannot be heard clearly in normal pronunciation. Mnemonic: a way of remembering.	■ Whiteboards and pens.

Remember — Time: 1 minute

- Tell the pupils the objectives for the session and check that they remember what a mnemonic is!.

Model — Time: 1 minute

- Remind the pupils about the unstressed vowels in some words and how we need to find ways to remember which vowel to use when spelling them. Say that this session is going to focus upon a third way of remembering these vowels, called *mnemonics*.
- Write this example up on the whiteboard: *fam-i-ly*, and say *'I am in my family'*, which helps to remember the *i* in the word.

Try — Time: 2 minutes

- Tell the group that, together, you are going to think up a mnemonic for one of the following words:
  - *separate* (for example, there is a rat in *separate*)
  - *February* (for example, Feb *rrr* uary is a cold month)

Apply — Time: 3 minutes

- Write the following words on the whiteboard: *Saturday, secretary, history, holiday*.
- Ask each pair to choose one word and to invent a mnemonic to help the group learn it. They should write/draw them on their whiteboards to show the others.

Secure — Time: 3 minutes

- Ask the pupils to look at and reflect upon all the mnemonics that have been covered during the session. See whether this strategy for learning unstressed vowels works for them.

Notes

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Session 35 Homophones (2)

Objectives

- **To distinguish between the spellings and meanings of homophones.**

Key terms

Homophones: words which have the same sound but different meaning or spelling.

Materials

- Whiteboards.
- Homophone word cards (PCM 35a).

Remember — Time: 1 minute

Remind pupils of what homophones are and give examples.

Model — Time: 1 minute

- Write up the following words on the whiteboard: *dear/deer* and *pair/pear*.

Try — Time: 3 minutes

- Now ask the pupils to suggest sentences that demonstrate the meanings of these words, and write them up on the whiteboard.

Apply — Time: 3 minutes

- Use the words in PCM 35a. Ask pupils in turn, to take the word from the top of the pile. Use it in a spoken sentence to score one point; say and spell the corresponding homophone to score a second point; and put the homophone into a spoken sentence to score a third point. (The pupils should keep their word.)

Secure — Time: 2 minutes

- Now ask pupils to spell the homophone of the word on their card, on their whiteboard, and show you. They should do this as quickly as possible, without looking at the card.

Notes

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Session 36 Proof-reading

Objectives	Key terms	Materials
■ **To understand and use proof-reading conventions for spelling.**	Proof-reading: close reading to check for errors.	■ Proof-reading sheet (PCM 36a). ■ Proof-reading pupil sheet (PCM 36b). ■ Pupils' unmarked writing from any subject.

Remember — Time: 1 minute

- Computers have spell checkers, but human beings can be even better than computers at proof-reading.
- Introduce and explain the proof-reading sheet (PCM 36a).

Model — Time: 2 minutes

- Using PCM 36b (enlarged or on OHT), model proof-reading for spelling for the first sentence.

Try — Time: 3 minutes

- Ask pupils to help you to follow the same process for the second sentence.

Apply — Time: 2 minutes

- Hand out pupils' versions of the same text and ask them to use the same strategies to proof-read the rest of the text. Check their understanding and note punctuation as well as spellings.

Secure — Time: 2 minutes

- Ask the pupils to take out their unmarked piece of writing and to proof-read it using the same approach. This can be done in pairs.

Notes

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Session 37 — Apostrophes (1)

Objectives	Key terms	Materials
■ **To use the apostrophe to spell shortened forms of words.**	Contraction: shortening a word by missing out letters.	■ Whiteboards.

Remember — Time: 2 minutes

- Ask pupils what they know about apostrophes.
- Tell them the objective for the session.

Model — Time: 2 minutes

- Collect and present recent newspaper headlines which show contraction apostrophes. Demonstrate inserting an apostrophe into, for example, *do not/don't; will not/won't; I have/I've, I am/I'm.*

Try — Time: 2 minutes

- List the full forms of several more examples, and scribe pupils' suggested contractions.

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Apply — Time: 2 minutes

- Pupils write contracted forms on their whiteboards in response to the teacher saying the full form of the words (e.g. I will; we shall; they have).

Secure — Time: 2 minutes

- In pairs, pupils test each other on the words met during the session.

Notes

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Session 38 — Choosing a strategy (1)

Objectives	Key terms	Materials
■ **To learn how to compose a list of spelling strategies.**	Strategy: way of remembering something. Unstressed vowels: vowels which cannot be heard clearly in normal pronunciation.	■ Whiteboards and pens. ■ Which Strategy? cards (PCM 38a, 38b, 38d). ■ Which Strategy? Teacher sheet (PCM 38c).

Remember — Time: 1 minute

- Tell pupils the objectives for the session and let them say which strategies they know and use.

Model — Time: 3 minutes

- Write the following words on the whiteboard: *enough, microphone, secretary, their, diary, Wednesday.*
- Now ask which strategy should be used for each word.
- Answers: *enough* (analogy), *microphone* (known root), *secretary* (words within words), *their* (homophones), *diary* (sounding out phonemes), *Wednesday* (sounding out syllables).

Try — Time: 2 minutes

- Show OHT 38 which is the following list of words with a list of strategies next to it.
  - *Here* — sounding out
  - *Vegetable* — roots
  - *Delight* — syllables
  - *Aquarium* — analogy
  - *Parliament* — homophones
  - *Please* — words within words
- Ask selected pupils to draw a line matching strategy to word on the OHT.
- Confirm *Here* (homophones); *Vegetable* (words within words); *Delight* (analogy); *Aquarium* (roots) and *Please* (sounding out).

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Apply

Time: 2 minutes

- Place the header card (PCM 38a) on the OHT. Play the 'Which strategy?' game with the class using OHT versions of word cards 38b.

Secure

Time: 2 minutes

- Write the following words on the board, one by one, and ask pupils which strategy would be most appropriate. They write in their answers on sheet 38d. *steal, rocket, compensate, photograph, knight, bottle, melon, strawberry, planet, solar.*
- Note: There may be more than one strategy for each word.

Notes

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Session 39 — Apostrophes (2): *its* and *it's*

Objectives	Key terms	Materials
■ To learn to distinguish between *it's* and *its*.	Mnemonic: a way of remembering.	■ 'Show me' cards (PCM 39a).

Remember — Time: 1 minute

- Apostrophes often mean that a letter has been missed out.

Model — Time: 3 minutes

- Tell the pupils that this session is going to help them to be clear about when to use an apostrophe in their writing of the word *it's/its*.
- Write the words *it is* on the whiteboard and tell the children that we shorten this to *it's* when we speak. Rub out the lower part of the second *i* leaving the dot of the *i*, thus turning it into an apostrophe. So *it is* contracts to *it's*.
- Sometimes, *its* is a word on its own, when it is not a contraction. Give examples and point out that *its/it's* is an exception to the usual rule about apostrophes.

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Try — Time: 2 minutes

- Ask the pupils to help you to compose a sentence for each of the two forms. For example: 'It's nearly time to go home!' and 'The horse lost its shoe.'

Apply — Time: 2 minutes

- Give out the 'Show me' cards (PCM 39a) to all pupils. Read out the following sentences, and ask the pupils to hold up the correct card for each sentence:
  - 'Whose book is this? ... mine!'
  - '... very cold today!'
  - 'The cat flicked ... tail.'
  - 'The lion gnashed ... teeth.'

Secure — Time: 2 minutes

- Tell the pupils to write *its* in large writing, on their whiteboards. As you read out the following sentences, ask pupils to add in or rub out the apostrophe, as appropriate:
  - '... too late to go out.'
  - 'The puppy needs ... mum.'
  - 'The car had lost ... wheels.'
  - 'If you forget your pen, ... hard to write.'

Notes

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Session 40 — Choosing a strategy (2)

Objectives	Key terms	Materials
■ **To learn how to choose appropriate strategies to spell words in own word list.**	Proof-reading: close reading to check for errors. Strategy: a method of remembering spellings.	■ Whiteboards and pens

Remember — Time: 2 minutes

- Tell pupils the objectives of the session and remind them of the range of strategies met during the unit.

Model — Time: 2 minutes

- Write the word *necessary* on the whiteboard.
- Model choosing the most appropriate strategy. For example, the mnemonic 'One collar and two sleeves' implying one *c* and two *s*'s.
- Cross-check with other strategies, for example syllables.

Try — Time: 2 minutes

- Select two words that you know pupils find tricky. Ask pupils to choose the best strategy for each word and write it on their whiteboards.

Apply — Time: 2 minutes

- Tell pupils to look at their own words, to choose two tricky words and to decide upon strategies for learning them.

Secure — Time: 2 minutes

- Tell the pupils to explain to a spelling buddy which strategies they chose and why.

Notes

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Session 41 Using a dictionary

Objectives	Key terms	Materials
■ To use dictionaries quickly and effectively.	Quartile: one of four quarters of a sequence such as a dictionary.	■ Alphabet strip (PCM 41a). ■ Dictionary activity sheets (PCM 41b). ■ Dictionaries.

Remember — Time: 1 minute

- Remind pupils that they have been using dictionaries for years, but that it is not easy to look up a word unless you know the first few letters. Check on understanding of the term *'quartile'*.

Model — Time: 3 minutes

- Use a dictionary (either large print or big book version) and an alphabet strip displayed on the whiteboard (PCM 41a).
- Explain that, to save time when looking up a word in a dictionary, we first work out in which quartile the first letter comes. Model this approach by segmenting the strip into quartiles: a–d/e–l/m–r/s–z.

Try — Time: 2 minutes

- Hand out the dictionary activity sheets (PCM 41b) and ask the pupils to segment them as you have done.
- Read out the following words: *blow, swim, queen, king*.
- Ask the pupils to write them under the correct quartile. Check that they have one in each quartile.

Apply — Time: 2 minutes

- Hand out dictionaries to each pupil. Give them 30 seconds to find the word *spring*. (Many of them will fail because they will not be using the second or third letters of the word.)
- Now show them how to use the second and third letters in a word to help them to search more efficiently, using the word *train*.

Secure — Time: 2 minutes

- Play the 'Dictionary race game'. Time the pupils as they find each of the following words in their dictionaries: *fright, straight, wrestle*.

Notes

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Session 42 — Choosing a strategy (3)

Objectives

- To learn how to choose appropriate strategies to spell words in own word lists.
- To learn to use other resources and methods to aid spelling.

Key terms

Strategy: a method of remembering spelling.

Materials

- Prompt cards (PCM 42a).
- Word cards (PCM 42b).

Remember — Time: 1 minute

- Tell the pupils the objective of the session.

Model — Time: 2 minutes

- Introduce and explain prompt card (PCM 42a). Model how you attempt to spell the words television and separate on the whiteboard, using the prompt card.

Try — Time: 2 minutes

- Read out the following words, one at a time: *source, circle, soldier* and ask three pupils to help you to spell and check each word, using the prompt card.

Apply — Time: 2 minutes

- Hand out prompt cards to each pupil. Read out the following words: *design, analysis* and *evaluate* and ask the pupils to try to spell the words and work through the prompt cards, in pairs.

Secure — Time: 3 minutes

- Ask pupils to discuss, with a spelling buddy:
  - which strategy they forget to use
  - which they particularly like
  - how they will use the prompt cards in different subjects, and where they will keep their two prompt cards
  - how much their spelling has improved during this unit.

Notes

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Support materials

PCM 1a
Words to be copied on to laminated card so pupils can write S or ES. One set per pupil

desk
brush
sandwich
lip
pond
box

s
es

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PCM 1b **Words for Sorting Game**
Words to be sorted under header cards s and es;

ash	inch	quiz
bun	bus	book
brush	bunch	card
glass	spoon	kiss
top	chair	bench
table	church	match
watch	fax	latch
box	sandwich	fish

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PCM 2a **Words for Phoneme Bingo**
One set per pupil

teacher (4 phonemes)
phone (3)
cloud (4)
train (4)
coffee (4)
shout (3)
shower (5)
thing (4)

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army	turkey	journey
donkey	jelly	display
day	toy	ray
fairy	berry	abbey
family	pony	party
boy	story	trolley
chimney	daisy	enemy

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s
ies

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PCM 4a **Words for segmenting into syllables**
One set per pair of pupils

garden
catapult
geranium
mistletoe
adventure
hospital

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PCM 4b **Word cards for Sorting Game**
One set per pair of pupils

school	basket	caravan
house	candle	balcony
car	skateboard	hospital
train	garden	telephone

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PCM 4c **Header cards**
One set per pair of pupils

1 syllable
2 syllables
3 syllables

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shelf	shelves	thief
thieves	loaf	loaves
leaf	leaves	scarf
scarves	half	halves
calf	calves	elf
elves	knife	knives
wolf	wolves	dwarf
dwarves		

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PCM 6a **Word cards**
One set per pair of pupils

television
cinema
video
cheeseburger
pineapple
sausages
dictionary
encyclopedia

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PCM 7a **Word cards**
One set

quiet	crazy
proud	slow
sad	nasty
cunning	tidy
curious	quick
loud	zappy

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PCM 8a **Word cards for Sorting Game**
One set per pair of pupils

flour	sour
our	hour
dour	armour
colour	neighbour
pour	your
honour	favour

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PCM 9a **Words for Matching Game**
One set

Print one set on red card

care
sorrow
pain
success
thank
end
resent
speech
home
fear
job
beauty
hope
shame
tune
mercy
pity
use

Print one set on blue card

ful
less
ful
less
ful
less
ful
less
ful
less
ful
less
ful
less
ful
less
ful
less

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PCM 10a **Word cards for Heads and Tails Game**
One set

Word beginnings	Word endings
mort	-ight
pol	-ice
not	-ight
pract	-ice
pr	-ight
sp	-ice
spl	-ight
tw	-ice
thr	-ight
we	-ice
fre	-ight
l	-ice
f	-ight
m	-ice
t	-ight
e	-ice
n	-ight

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PCM 11a **Word cards for Snap Game**
One set; use in the Apply activity

responsible	respectable
terrible	disposable
horrible	enjoyable
possible	valuable
edible	breakable
adorable	reliable
indestructible	serviceable
chargeable	traceable
changeable	tangible
beatable	audible
contemptible	visible
invincible	credible
forcible	

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PCM 12a **Words for Try activity**
One list per pair of pupils

bough
cough
brought
dough
though
enough
through

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PCM 12b **Clue cards and word cards**
One set, to be cut up

This means strong
This means purchased from a shop.
You sometimes get this with a cold
Part of a tree.
When someone walks from one room to another, you go _____ the door.
Used to make bread.
A long, narrow lake.
Careful in completing something.

tough
bought
cough
bough
through
dough
lough
thorough

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PCM 13a **Cards for suffix match game: -al, -ary and -ic**
One set per pupil

al
ary
ic

season
revolution
mission
exception

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Pupil 1

medic
person
station
atom
rhythm

Pupil 2

exception
occasion
mission
angel
medic

Pupil 3

organ
atom
mission
diction
addition

Pupil 4

atom
organ
revolution
person
sensation

Pupil 5

nation
occasion
exception
mission
rhythm

Pupil 6

atom
mission
nation
medic
tradition

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PCM 14a **Proforma for Look/Cover/Write/Check**
One per pupil

1. Look	2, 3. Cover and write	4. Check and write correctly
Write tricky words here.....		

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PCM 15a **Word cards for modelling activity**
One set

extension
explosion
fraction
attention
optician
mortician
magician

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Text (one copy per pupil) to be read out loud to the class

The magician decided to have an extension built on his house. The builder paid great attention to the proportions of the building and his decision was to make a reduction of the height by a tiny fraction. Unfortunately he did not say this clearly enough because he had poor diction. Instead of saying 'Move it a fraction,' he said, 'Move it to fiction.' So there was confusion and the builder moved the building to the magician's library of magic stories.

The electrician was inside the extension when it was being moved. There was a terrible collision between the electrician and the wall. In the confusion the electrician put the plugs in the wrong socket, which caused a huge explosion. The electrician was rushed to hospital where the physician gave him a blood transfusion – and the extension was never finished.

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PCM 17a **Suffix Snap**
One card per pupil

biologist	geologist	pathologist	technologist
zoologist	stockist	specialist	machinist
extremist	artist	violinist	novelist
anthropologist	archaeologist	astrologist	psychologist
expensive	relative	active	decorative
furtive	massive	demonstrative	diminutive
selective	imaginative		

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expense	act	mass	special
decorate	select	demonstrate	novel
machine	extreme	repulse	stock
violin	biology	balloon	zoology

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PCM 17c **Cloze text with missing suffixes**
One copy per pupil

The guitar_____ was a special_____ in his art. People from all over the world said he was the greatest art_____ in his field. He was asked to come to a concert by a relat_____. He agreed to do this but asked for a mass_____ fee. Although he was the most expens_____ guitar_____ in the country, everyone agreed that it was well worth it. In the audience an anthropolog_____ said to her friend the archaeolog_____, 'What a demonstrat_____ player he is!'

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PCM 20a **Word Cards for Sorting Game**
One set

take	mistake	mistaken	overtaken	overtaking	partaking	assist
assistant	assistance	bore	boring	boredom	act	actor
action	activity	react	reaction	claim	reclaim	reclaimable
examine	examination	examiner	govern	governor	government	hero
heroic	heroism	light	lightening	lightning	delighted	medic
medical	medication	operate	cooperate	cooperation	operation	operator
prison	prisoner	imprisoned	imprisonment	prove	approval	disapprove
relate	relative	relation	balance	imbalance	unbalanced	call
recall	calling	cover	discover	discovery	give	given
forgive	forgiven	hand	handler	handicraft	machine	machinery
machinist	obey	disobey	disobedient	pass	passage	passenger
press	impress	impression	public	publication	publicity	shake
shakily	shaken					

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PCM 21a **Prefix Match**
One list of words and one set of prefixes (anti, un, in) per pupil

active
solved
convenient
social
credible
employed
climax
qualified
concerned
clockwise
expected

opened
decent
helpful
capable
freeze
septic
comfortable
cyclone
body
accurate

anti	un	in

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PCM 22a **Root Puzzle Grid**
One grid per pupil

Fill in the meaning of these prefixes from classical roots and list as many words as possible which have these roots in them.

Root	Meaning	Words
Aero		
Super		
Micro		
Audi		

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PCM 23a **Header ca**
prefix sort
One set per pupil

im	ir

immobile	
irrational	
impractical	
illiterate	

3a **Header cards and word cards for sort**
et per pupil

ir	il

e	irregular
l	irresponsible
al	illegal
	illegible

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im	ir	il

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impossible	impolite	illogical
irrational	impudent	imperfect
illiterate	impatient	irritable
illegible	impervious	irresponsible
impertinent	impetuous	

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PCM 24a **Root Snap**
One set

transport	portable	import
export	transplant	transfer
transaction	automatic	autograph
autobiography	automobile	claustrophobia
arachnophobia	agoraphobia	xenophobia
archaeology	biology	geology
zoology	telephone	television
telecom	autograph	telegraph
teleport	photograph	graphic

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Superman was at the aerodrome, watching aeroplanes landing. Because of his superpowers, he could automatically see through the aeroplane into the passenger lounge where passengers were watching television. One of the passengers suffered from claustrophobia and wanted to get out. Superman saw this, so he rushed to a telephone and warned the pilot. The pilot landed the plane and was so pleased to see Superman that he took his photograph and asked for his autograph.

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PCM 25a **Long and Short Header cards**
One pair per pupil

Long	Short
Long	Short
Long	Short
Long	Short
Long	Short
Long	Short

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PCM 25b **Word cards for sorting under long/short vowels**
Use in Apply activity

drop
count
rain
hum
hop
grab
blast

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PCM 25c **Words to be dictated to pupils for Secure activity**

winning
sleeping
hoping
meeting
begged
trained
teasing
hugging
swimming

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PCM 26d **Word Cards for Root Word Snap**
One set on OHT and one word for each pupil

audible
auditory
audience
audition
construct
cap
destruction
instruct
structure
captain
capital
decapitate
dental
dentist

dentifrice
trident
judge
judicial
prejudice
just
manual
manufacture
manuscript
manipulate
vacant
vacate
vacation
vacuum

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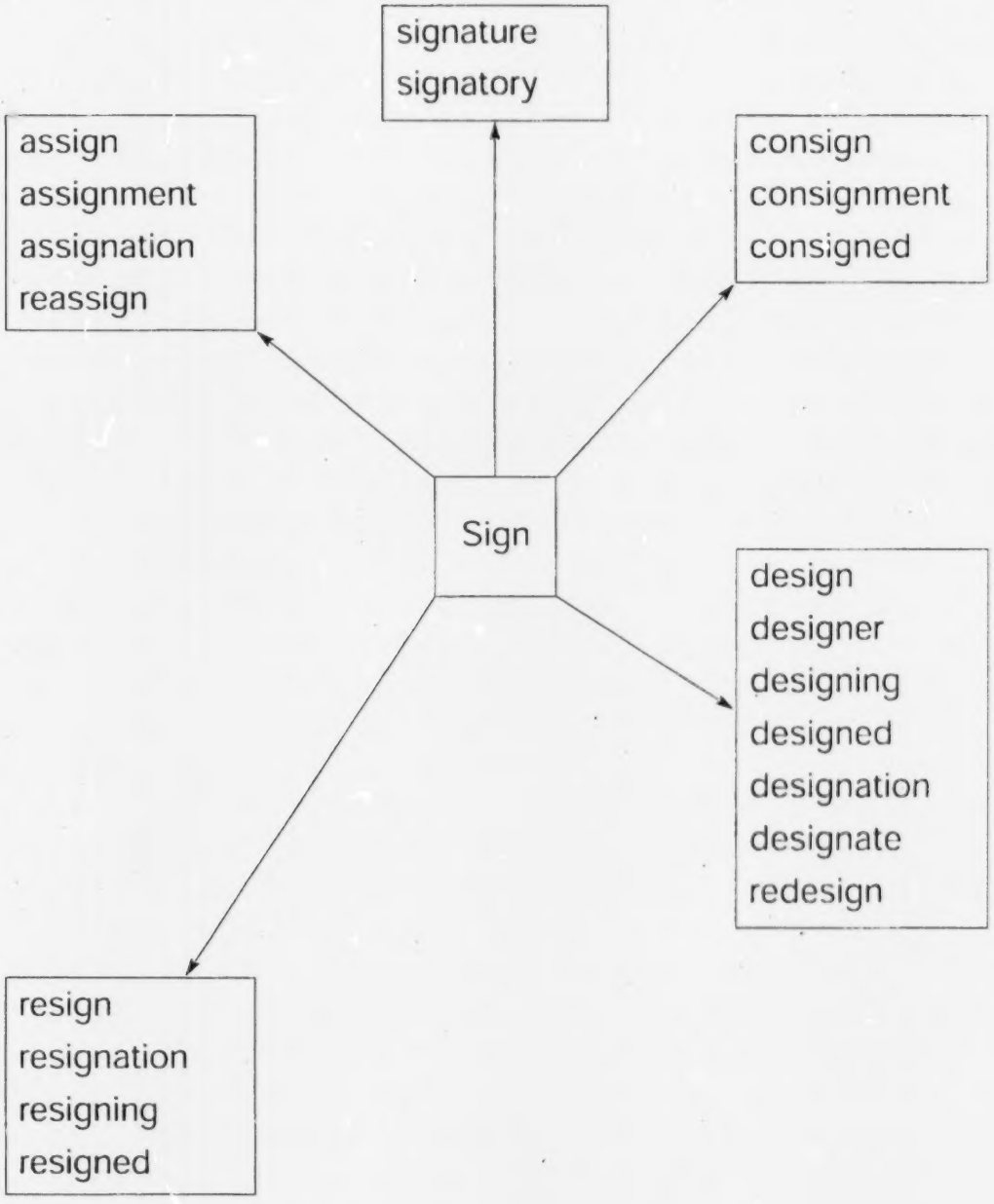

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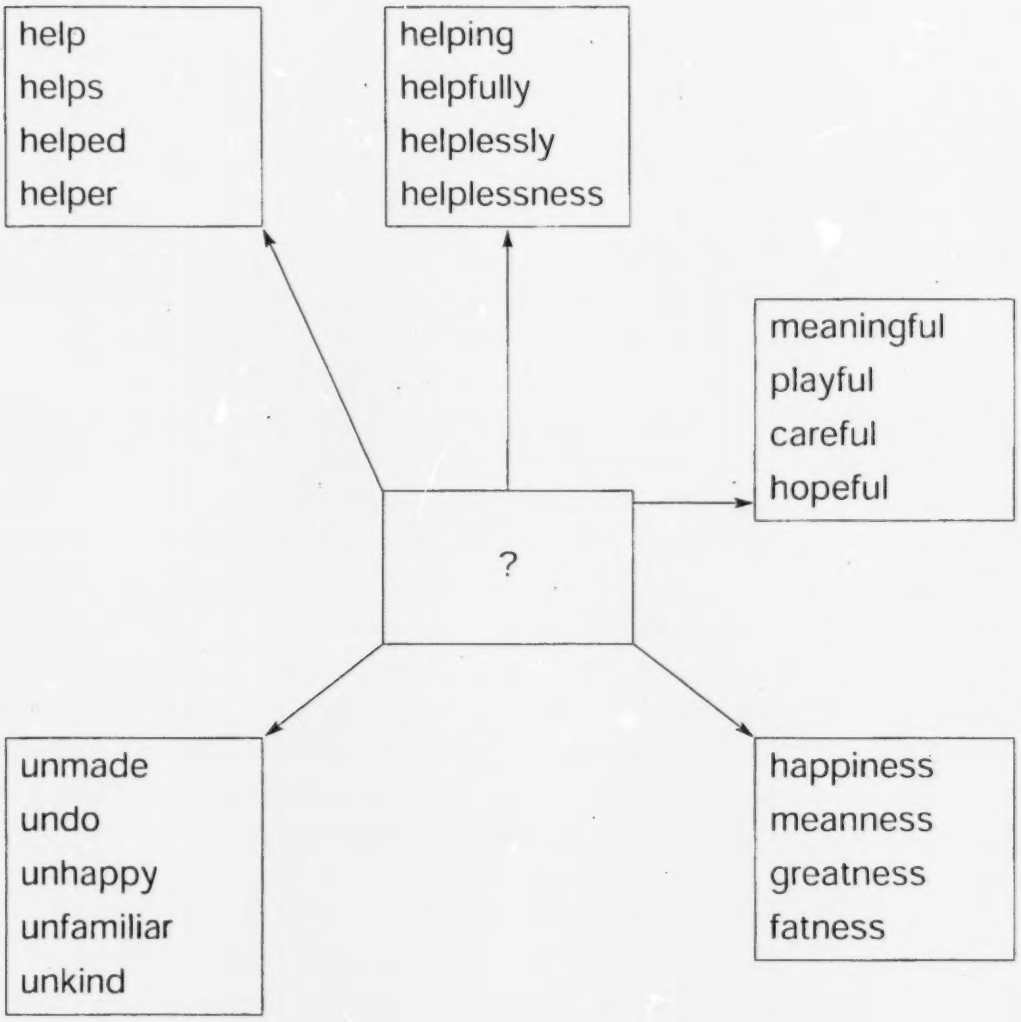
PCM 28b **Word web using the word 'sign'**
For modelling activity



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PCM 29a **To double or not to double: activity for Apply**
One list of words per pupil

Give pupils list and ask them to add correct endings: er/ed/ing.

allot

commit

transmit

forget

buzz

jam

jump

comprehend

understand

confer

transfer

excel

design

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PCM 29b **Text for Secure activity**
One copy per pupil

A 35-year-old man was arrested recently for committing the crime of head-butting a bank window. He was guilty of forgetting that a buzzer buzzed when the window was broken, signalling an attempted bank raid.

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outrageous
manageable
nevertheless
history
discover
laboratory
manufacture
disappear
transformation

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PCM 31a **Unsounded Consonants Grid to be completed for Try activity**
One copy per pupil

k---------	-h--------	---------b	w---------

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k	b	k	b	k
w	h	w	h	w
b	k	b	k	b
h	w	h	w	h
nit	dum	w__ale	rapper	
neel	num	w__ich	rist	
now	lam	w__at	reck	
nigh	crum	w__ine	restle	
nuckle	tom	onest	rinkle	
nock	bom	c__emist	rong	

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PCM 32a **Hidden words**
One set per pupil

carpet	hospital	definite	interest
carpet	hospital	definite	interest
carpet	hospital	definite	interest
carpet	hospital	definite	interest
carpet	hospital	definite	interest
carpet	hospital	definite	interest

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PCM 32b **Words for sorting game**
One set per pupil

mathematics
holiday
secretary
January
February
skeleton
Wednesday
business
vegetable
company

Hidden words	Exaggeration

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PCM 33a **Word Cards**
One set per pair of pupils

there
their
they're

there
their
they're

there
their
they're

there
their
they're

there
their
they're

there
their
they're

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I can _____ what you say.

Come _____ and show me your work.

I've already _____ that film.

The car chase was the best _____ in it.

Did you get that hard _____ right?

He has eaten _____ of his lunch.

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PCM 35a **Homophone word cards**
One set

grate	blew
hour	herd
peace	pane

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PCM 36a **Proof-reading sheet**
One per pupil

- Place a ruler under one line at a time and read each word carefully.
- Highlight any words that you think are not spelt correctly.
- If you are not sure how to spell any of these words, write the correct spelling above the highlighted word.

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The secretary came out of the buisness center and saw her friend dissapear into the shop. She tried to catch her but couldn't run fast enuff becos their was such a big crowd wn she got back to the office she had to right a note in her dairy and teiphone sum people.

This covers all strategies – some more than once.

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PCM 38a **Which Strategy? Game**
Header cards

phonemes
roots
homophones
syllables
analogy
words within words

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PCM 38b **Which Strategy? Game**
Word cards for cutting up

skeleton
grate
stare
notice
minibus
beautiful
competition
carrot

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Skeleton	Words within words
Grate/Stare	Homophones
Notice	Analogous with police
Minibus	Roots
Beautiful	Syllables
Competition	Syllables
Carrot	Phonemes

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PCM 38d **Which Strategy?**
Strategy card, one per pupil

Phoneme	
Syllables	
Roots	
Analogy	
Homophones	
Words within words	
Mnemonics	

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Here	sounding out
Vegetable	roots
Delight	syllables
Aquarium	analogy
Parliament	homophones
Please	words within words

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PCM 39a **'Show me' cards**
One set per pupil

Its	Its
It's	It's
Its	Its
It's	It's
Its	Its
It's	It's

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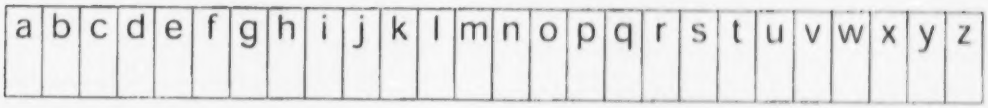
PCM 41a **Alphabet strip**
One per pupil



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PCM 41b **Dictionary activity sheet**
One per pupil

a b c d	e f g h i j k l	m n o p q r	s t u v w x y z

a b c d	e f g h i j k l	m n o p q r	s t u v w x y z

a b c d	e f g h i j k l	m n o p q r	s t u v w x y z

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Questions to help me work out how to spell a word.

Does the word look right?

Can I find out the tricky parts of the word?

What is the meaning of the word?

Has the word got a prefix or a suffix?

If I say the word slowly, can I hear the phonemes in order?

Can I divide the word into syllables?

Do I know the first letter so that I can look in a dictionary?

If I'm still stuck is there someone I can ask?

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Spelling challenges (Spellofax)

Ready Steady Spell!

1. Write the plurals of the words listed below.
2. Write the rule and the strategy in your own words, in the boxes at the bottom of the sheet.

Singular	Plural
glass	
box	
watch	
rope	
sock	
inch	
tune	
key	
bush	
dish	

Rule *What rule did you learn about plurals? Write it here:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Write the plurals of the words listed below:

Singular	Plural
turkey	
jelly	
fairy	
tray	
pony	
story	

Rule *What is the rule about plurals ending in 'y'?*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Write the plurals of the words listed below:

Singular	Plural
dwarf	
shelf	
loaf	
half	
leaf	
thief	

2. Segment these words into syllables (the first one is done for you):

Feb/ru/ar/y

diary

Wednesday

remember

3. Write some 3 or 4-syllable words here:

Rule *Write the rule about plurals that you learnt here:*

Strategy *Write the strategy that you learnt here:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Add 'ly' to the following words, making sure that you spell them correctly. Next, put two of the words into sentences, to show that you understand their meaning.

   nasty

   happy

   proper

   joking

   active

   secretive

   whole

   explosive

   a) _____

   b) _____

   _____

Rule *What rule did you learn about the suffix 'ly'? How does it change the meaning of the word?*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. **Spell Puzzle:** How quickly can you guess the words that end with 'ight' or 'ice'? Write them in the spaces when you have guessed them.

'not heavy' _____

'cargo on ships' _____

'catch burglars' _____

'Sir Galahad was one' _____

'Posh, Sporty and girls' _____

'a bird has the power of this' _____

'cats like to catch them' _____

Lastly, draw around the letter strings in each of these words.

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Write as many words as you can that sound the same and use the same letter string ('ough'), in each of the following columns:

tough	bought	cough	through	plough	dough

Highlight the letter string in a different colour

Strategy *Write the strategy that you have learnt:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Practise the words below, using the 'Look / Say / Cover / Write / Check' method:

Look and Say	Cover and Write	Check and Write Correctly
ghost train		
frightening		
helter-skelter		
dangerous		
candy-floss		
delicious		

3. Now write a story on the back of this sheet using all of the words above! Check your spelling.

Strategy *Write the strategy for remembering these spellings:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Think of two tricky words that you find difficult to spell. Now, imagine a picture clue for each of them, and draw them below:

Word 1: _____ Word 2: _____

Strategy *Write the strategy you have learnt for remembering tricky words:*

Remember: take this back to school and collect your sticker!

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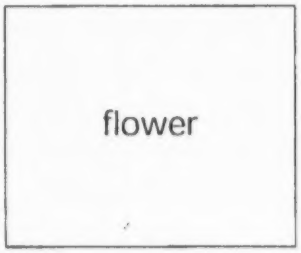
Ready Steady Spell!

1. It sometimes helps us to remember a word if we decorate it, like this:



Can you decorate these words?

'supermarket'

'discotheque'

'school-friends'

'library'

'attic'

Strategy *Now write the strategy* ***you*** *prefer to use for remembering how a word* ***looks****:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Roots

   Use your dictionary to find the meaning and roots of these words:

Word	Meaning	Root
disobedient		
publication		
examination		
operation		
childish		
enjoyment		

Strategy *Write the strategy that you learnt here:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Create some **new** words of your own from these root words:

'bi' 'audi' 'aqua' 'aero' 'super' 'micro'

Here are some examples:

'aquacycle'

'superphone'

'microdrome'

Strategy *Write the strategy that you have learnt here:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Investigate some other roots.

Use your dictionary to find other roots and their meanings:

Root	Meaning	Word
e.g. 'octo' (Latin)	eight	octopus

Strategy *Lastly, write the strategy that you have learnt:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Look carefully at this list of words, and then write as many words with the same root next to them:

word	other words
e.g. grateful	gratitude, congratulate, gratify
mobile	
memory	
act	

Strategy *Write the strategy that you have learnt here (roots):*

Remember: take this back to school and collect your sticker!

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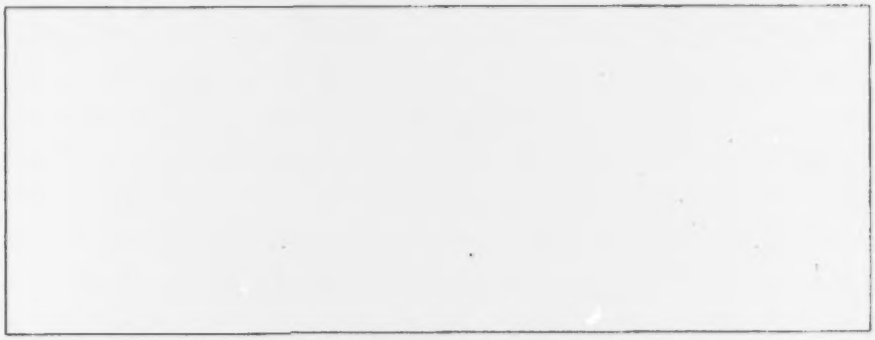
Ready Steady Spell!

1. Find a word of your own and design a word web:



Strategy *Write the strategy that you have learnt here:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

To double…or not to double!

1. Look at this list of words. Now add 'ing', 'er' or 'ed', wherever it makes sense. Don't forget the rule about doubling the last letter!

	'ing'	'ed'	'er'
allot			
buzz			
comprehend			
confer			
jam			
design			
transmit			
excel			

Rule *Write the rule you have learnt here (doubling):*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

1. Find words to add to each of these words with unstressed consonants:

sword	- - - - - - - - -	'w' anywhere in a word
gnome	- - - - - - - - -	'g' at beginning of word
half	- - - - - - - - - -	'l' anywhere in the word

Rule *Write the rule that you have learnt here:*

Remember: take this back to school and collect your sticker!

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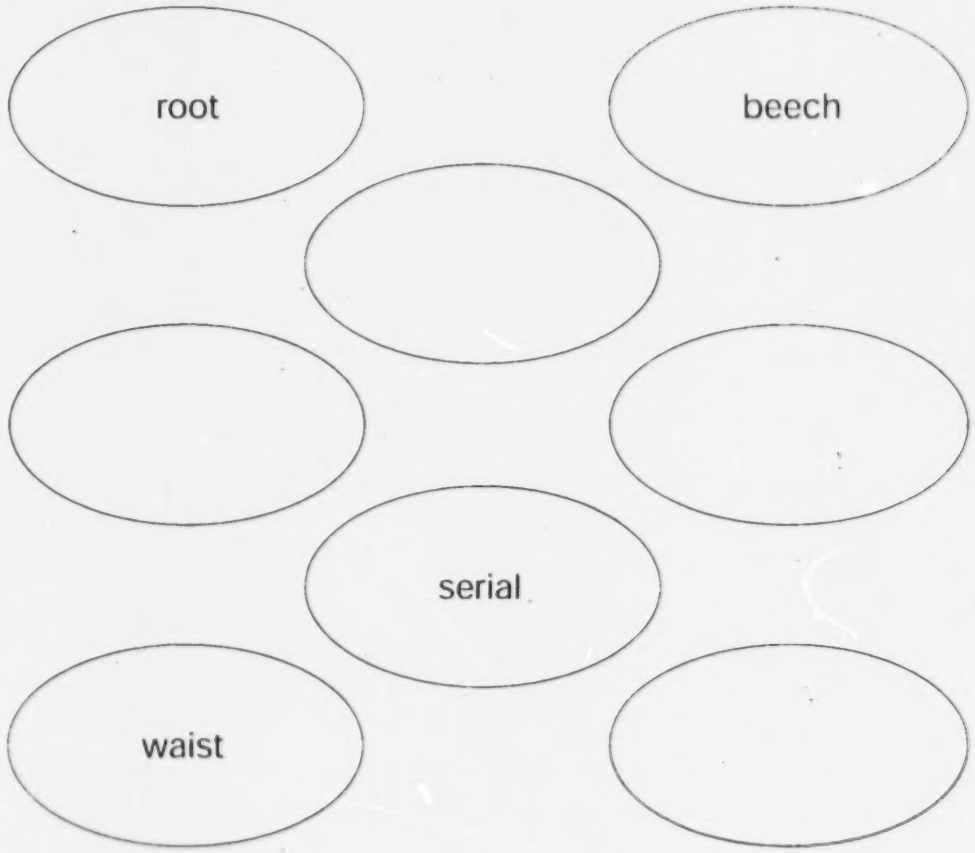
Ready Steady Spell!

Write the homophone for each of these words inside an empty space and then join them up:



Rule *Now write the rule that you have learnt here:*

Remember: take this back to school and collect your sticker!

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Ready Steady Spell!

Choose the right word from the box to fit in the sentences below:

1. We have P.E. twice a _____.
2. He was too _____ to get out of bed.
3. It's rude to _____ at people.
4. Don't trip up the top _____ when you go to bed!
5. Pin this list on the _____ in the classroom.
6. I'm _____ with this game!
7. She was _____ out of the room.
8. A dog picked up the _____ of the fox.
9. Is this the _____ to the beach?
10. They _____ their bikes in the park.

weak	stare	board	rode	sent
week	stair	scent	bored	road

Rule *Write the rule that you have learnt here:*

Remember: take this back to school and collect your sticker!

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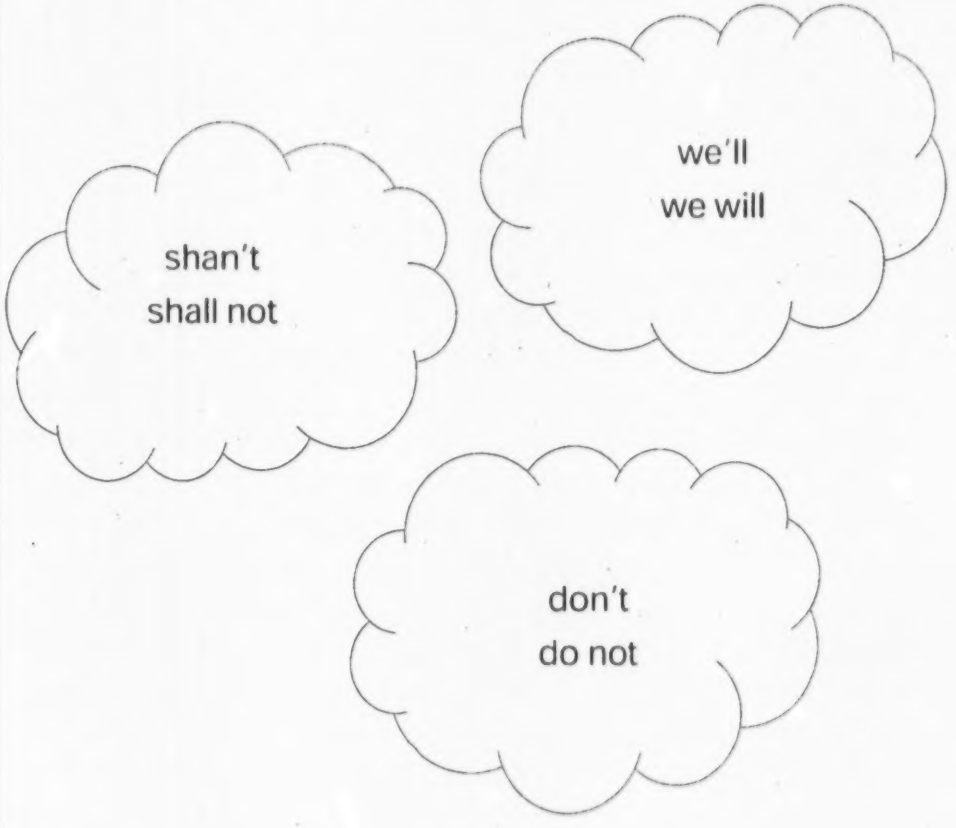
Ready Steady Spell!

Create a poster which is full of words with apostrophes, along with the full form of the words, e.g.



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Ready Steady Spell!

'its' and 'it's'

1. Read the passage below and put the apostrophes in wherever necessary:

A dog will always protect its home and its food. If its unsure of a visitor, its hair sometimes stands up on its neck and it growls. Its best not to touch any dog you don't know, in case its old or bad-tempered. Its also a bad idea to get between a dog and its bone or its toys. If you take a dog out for a walk, always take its lead with you just in case its tempted to run away and chase a cat.

2. Now write your own passage or very short story which includes 'its' and 'it's', but where the meaning is clear to the reader.

Rule *Write the rule that you have learnt, here:*

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Ready Steady Spell!

Write your tricky words in alphabetical order below:

a _____ b _____ c _____ d _____

_____ _____ _____ _____

e _____ f _____ g _____ h _____

_____ _____ _____ _____

i _____ j _____ k _____ l _____

_____ _____ _____ _____

m_____ n _____ o _____ p _____

_____ _____ _____ _____

q _____ r _____ s _____ t _____

_____ _____ _____ _____

u _____ v _____ w _____ x,y,z _____

_____ _____ _____ _____

Strategy *Now, write the strategies that you have chosen here:*

Remember: take this back to school and collect your sticker!

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Sticker Page

Ready Steady Spell!

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20a	20b

Well done!

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